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ABSTRACT

A guide to minimum standards for foreign language instruction in Ohio elementary and secondary schools is designed to asisst administrators, guidance counselors, foreign language teachers, and others involved in providing foreign language learning opportunities in the public schools. Part I examines the reasons for foreign language study and language learner characteristics. Part II discusses elements of an effective language program, including the concept of language proficiency, teaching methods, error correction and analysis, the sociocultural context of language learning, evaluating outcomes, program articulation, pre-ninth grade offerings, multilevel classes, inservice teacher education, materials and media, electronic language practice systems, and microcomputer use for instruction. Part III presents guidelines and examples for developing courses of study complying with state minimum standards. Appended materials include the American Council on the Teaching of Foreign Languages' Provisional Proficiency Guidelines, the report of the Task Force for Foreign Language of the Advisory Council for College Preparatory Education, a suggested procedure for developing a foreign language program philosophy, lists of specific foreign language skill objectives, a guide to observation of a foreign language class, and a list of resources for foreign language education. (MSE)

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FOREWORD

Ohio's educators have traditionally worked hard to provide the best possible education for their students. The activity to improve education in Ohio during the past several years has been remarkable. Public and nonpublic schools have made great strides in implementing the Minimum Standards for Elementary and Secondary Schools.

Numerous teachers and administrators have commented on the utility of the Ohio Department of Education's implementation series consisting of fourteen documents that have been available since 1983. These publications have been found to be a great help in designing educational programs that not only meet the requirements of standards, but enable schools to consider various ways in which to provide quality education.

As educators continue to seek to provide excellence throughout their programs, there have been many inquiries about other parts of the standards not addressed by the implementation series. The department has identified areas of most common concern and has prepared this leadership series consisting of nine documents. As was the case with most of the documents in the original implementation series, the leadership series serves to specify the requirements of standards. Additional information, guidelines, procedural steps, and sample forms may be presented that go beyond what the standards require. The purpose is to provide information to help schools plan to meet their needs and provide the best possible education for their students.

The assistance of school personnel who contributed their time, expertise, and materials is greatly appreciated. Recognition and sincere thanks are extended to the department staff members who worked to make these publications possible.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

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INTRODUCTION

INTRODUCTION

Minimum Standards for Ohio Elementary and Secondary Schools, adopted by the State Board of Education and effective September 1, 1983, contain explicit provisions regarding foreign languages in the school curriculum. In grades nine through twelve, a minimum of three units of one foreign language, or two units each of two foreign languages, must be scheduled and operated in separately organized classes each year. In grades seven and eight, pupils must be scheduled for planned instruction in either foreign language or reading for part of the 1,000 minutes per week allocated additionally to English language arts, mathematics, science, and social studies. In grades one through six, foreign language instruction may be included in the 1,100 minutes per week allocated to English language arts, health, mathematics, science, and social studies.

This publication is intended to assist school administrators, guidance counselors, foreign language teachers, and other persons as they work together to provide foreign language learning opportunities of high quality to Ohio elementary and secondary school students. Part I examines reasons for foreign language study, together with language learner characteristics. Part II discusses essential elements of an effective language program. Part III presents guidelines, with examples, for developing foreign language courses of study that comply with the requirements of minimum standards.

WHO AND WHY

PART I
WHO SHOULD TAKE A FOREIGN LANGUAGE AND WHY

The study of a foreign language must be regarded as a vital part of a young person's education today. Learning another language broadens the experience and increases the awareness level of the learner. It enlarges an individual's horizons by introducing new patterns of thought and self-expression. Perhaps more than any other area of the curriculum, it emphasizes the dramatic differences in peoples' values and attitudes, in the ways they think, speak, and behave. In this regard, foreign language study opens broad avenues out of the confines of a single language and culture.

Two recent studies stress the importance of foreign languages in today's world. *Strength Through Wisdom: A Critique of U.S. Capability*, the 1979 report of the President's Commission on Foreign Language and International Studies, states:

> Our lack of foreign language competence diminishes our capabilities in foreign diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete... It is going to be far more difficult for Americans to survive and compete in a world where nations are increasingly dependent on each other if we cannot communicate with our neighbors in their own languages and cultural contexts *(Strength Through Wisdom,* 1979, pp. 6,11).

A Nation At Risk, the 1983 report of the National Commission on Educational Excellence, strongly recommends foreign language study in elementary and secondary schools as part of a thrust aimed at upgrading the overall quality of American education which is seen as having deteriorated to the point of jeopardizing our national security (*A Nation At Risk,* 1983, pp. 24-26).

In recent years, America's critical lack of diplomatic personnel competent in foreign languages has become increasingly apparent. The fact that our diplomats must use interpreters, who often must be supplied by the other side, places the United States at a distinct disadvantage in diplomatic discussions and negotiations.

WHO AND WHY

Language ability is also of critical importance in the highly competitive arena of international business. The Germans and Japanese have studied our language, culture, and psychology and know how to persuade us to buy their products. American business people are learning that they must do likewise in order to survive. Increasingly they are realizing that refusal to learn other languages is perceived around the world as arrogance and that, ultimately, sales are made in the language—and the culture—of the client. That realization may make it easier to avoid such blunders as trying to sell a car named Nova in Spanish-speaking countries where "no va" means "it doesn't go," or creating an advertisement aimed at Indians in which the actors' turbans clearly identified them as Pakistani.

EFFECTS

Effects of Foreign Language Study

Every student can benefit tangibly from the study of a foreign language. Research studies have shown positive effects of language study on English vocabulary, reading skills, communication skills, transfer of learning, self-concept, and creativity, to name only a few factors. The findings of this research are summarized in Table 1, page 8.

Two of the research reports are of particular interest. The first (No. 5, Table 1) involved the Scholastic Aptitude Test (SAT) and Test of Academic Progress (TAP) scores of eleventh grade students in three large Maryland high schools. The study found that

> when verbal ability is controlled, students who have studied a foreign language for longer periods of time do better on various SAT subtests and on the SAT-Verbal as a whole than students who have studied less foreign language;
>
> the language studied has no differential effect on SAT or TAP scores; and
>
> higher grades in foreign language study tend to correlate with higher grades on the SAT, especially the reading and vocabulary subscores (Eddy, 1981).

The second report documents the results of eight Latin elementary school programs. Pupils who had received Latin instruction designed to enhance English word-study skills demonstrated significantly, in some cases dramatically, higher achievement in reading skills than did non-Latin pupils (Masciantonio, 1977).

The preponderance of research evidence, including that summarized in Table 1, supports the notion that foreign language study not only enhances students' English skills, but can have a positive effect on their intellectual functioning as well.

TABLE 1

WHAT RESEARCH STUDIES SHOW ABOUT SECOND LANGUAGES (L2) AND THE BASICS

BASIC SKILLS AND ATTITUDES					
ENGLISH VOCABULARY	Performance of Latin pupils on Iowa Vocabulary subtest was one full year higher than the performance of matched control pupils. (1)	L2 students perform better in English than non-L2 students. (2)	L2 study increases English vocabulary. (3)	Mean gain in vocabulary for L2 students was eight months in comparison to six months for control group. (4)	L2 students do better than non-L2 students on SATS. (5)
READING SKILLS	L2 students score higher in reading achievement: vocabulary, cognitive learning, and total reading ability. (3)	Reading skills improved 11% over control groups where students were taught Latin. (6)	Reading skills are shown to be transferable from one language to another. (7)	Reading comprehension improved by 14 months when students were taught Latin. (8)	
TRANSFER	Reading skills are transferable from one language to another. (7)	L2 learning is rich in analyzing, discriminating, identifying, and categorizing. (9)	Students learn inferencing skills and other cognitive processes through L2 study. (10)	Students learn how languages are related via a comparative study of Romance languages vocabulary. (11)	
SELF-CONCEPT	Travel abroad enhanced student cultural awareness and self-concept. (12)	Attitudes toward self and the native language group were positively correlated with attained proficiency in ESL. (13)	The self-concept of control group students was significantly higher for language pupils than non-language pupils. (4)		
CULTURAL ENRICHMENT	Surves of pupils, parents, principals and classroom teachers showed the program had wide acceptance and support. (1)	Bilingual Education opportunities are made available to monolingual children (French, Spanish, German). (14)			
CREATIVITY	International Baccalaureate is provided to gifted students in public high schools. (15)	Students scored significantly higher on tests of creativity (figural fluency and figural flexibility). (16)			
COMMUNICATION SKILLS	L2 study develops pupil's auditory discrimination and memory. (17)	L2 helps students gain greater insight into their own language. (18)			

KEY: Numbers refer to REFERENCES identified above.

Please consult REFERENCES for further information on each citation.

Reprinted with permission from *Second Languages and The Basics*, American Council on the Teaching of Foreign Languages, 1984.

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CAREERS

Foreign Languages and Careers*

The connection between foreign languages and careers is not immediately apparent, because most people tend to think of proficiency in a foreign language as a *primary* job skill, used only by interpreters, translators, and foreign language teachers. Today, however, a wide spectrum of rewarding career opportunities opens up to the person with foreign language proficiency as an *auxiliary* job skill, supplementing other technical, business, or professional competencies. In fact, in a rapidly growing number of career fields, the job candidate with knowledge of a foreign language may have an advantage over an equally qualified but monolingual applicant.

In a recent survey of American business, industry, and service organizations, conducted by the Modern Language Association, 70 percent of the respondents said that they do use or could use personnel with foreign language skills. For some positions, knowledge of at least one language is essential; for others it is either an enormous help or a regularly used tool. In still other areas, it is part of the educational background that many organizations seek in their employees. The level of expertise needed ranges from that of a librarian who can read book and record titles in French to that of a foreign service officer who must conduct highly sensitive negotiations with a foreign government. Whether or not they need specific languages, many firms said that, given two job applicants with similar qualifications in their area of specialization, they would hire the one fluent in a foreign language. The responses were consistent for employers throughout the United States and in American offices overseas in fields as diverse as manufacturing, health care, government, banking, and social services.

*Adapted from Lucille J. Honig and Richard I. Brod. *Foreign Languages and Careers.* New York: Modern Language Association, 1979.

CAREERS

Reproduced below is a broad outline of career fields in which proficiency in a foreign language is either a basic requirement or a definite asset. Within each title is an extensive range of specific jobs. It must be emphasized, however, that foreign language skills alone rarely qualify the applicant for these jobs. It is one's primary technical or professional career competency *plus* knowledge of a foreign language that makes the person a uniquely skilled individual. Additionally, many positions overseas require the ability to function effectively in the foreign culture as a part of the person's communicative competence.

Business and Commerce

Executive and Managerial Positions—Technical and Engineering Positions—Banking and Financial Personnel—Secretarial and Clerical Staff

Civil Service

State and Local Government—Federal Government: Foreign Service, U.S. Information Agency, Peace Corps, Vista, Other Agencies

Education

Research—Teaching—Administration—Schools Abroad—Teacher Exchanges—Federal Government—Company Schools Overseas

Law

Legal Aid—International Law—International Business

Library Science

Cataloging—Reference Libraries—Archives—Academic Libraries—Urban Libraries—Area Studies Specialists

Media

Journalism—Radio and Television—Film—Publishing

Science

Scientific Research—International Cooperation—Science and Industry

Service Occupations

Health Services—Social Work—Religious Occupations—Other Service Organizations

Social Sciences

Anthropology—Political Science—Sociology

Travel and Tourism

Hotels and Motels—Transportation

COLLEGE REQUIREMENTS

University Admission Requirements

In 1981, a joint commission on school-college articulation, appointed by the Ohio Board of Regents and the State Board of Education, recommended that Ohio private and state-assisted four-year colleges and universities require applicants for admission on an unconditional basis to have successfully completed a college preparatory curriculum that includes four units of English and three units of mathematics (one of which should be completed in the senior year), with a suggested additional three units of science, three units of social studies, and three units of foreign language (*Report of the Advisory Commission*, 1981). As a result, ten of Ohio's twelve state-assisted universities now require at least two units of high school foreign language for unconditional admission, and two institutions strongly recommend two or three units.

Guidelines for college preparatory foreign language programs, proposed by a special articulation task force, appear in Appendix B. These guidelines are formulated in terms of desired learning outcomes or competency criteria. Instead of designating content that should be "covered," they specify the kinds of performance of which college preparatory students should be capable in the areas of grammar and syntax, vocabulary, listening, speaking, reading, writing, and cultural awareness.

These guidelines are intended to give direction to high school college preparatory programs in foreign languages. Attainment of the specified competencies, however, presupposes ideal conditions: students of high motivation and academic talent, classes of a size to permit proper development of language skills (especially communicative skills which require extensive opportunity for individual student performance), and maximum utilization of scheduled course time throughout the school day and the school year. It should be noted that to attain functional proficiency in French or Spanish, selected adult learners in the U.S government language schools require approximately 600 hours of intensive instruction by highly experienced instructors and trained native drillmasters in classes of five to ten. German requires 900 hours under these conditions, and Russian, 1,200 hours.

THE LEARNER

The Language Learner

Foreign Language Aptitude

Research over several decades indicates that it is possible to predict success in learning a foreign language. The following are salient points of this research:

- Aptitude for language learning is not a special gift which some persons possess and others do not. Rather it is something that all persons possess in different degrees.
- Language aptitude accounts for about one-third of what it takes to learn a foreign language. Perseverance, which is related to motivation, accounts for fully another third.
- Intelligence, as measured by IQ tests, accounts for only 16 to 20 percent of what it takes to learn a foreign language.
- Musical ability, once thought to correlate highly with language learning ability, accounts for at most 10 percent. "Having a good ear for languages" is less a matter of being able to make fine sound discriminations than it is of the brain's capacity to store, recall, and recognize new sounds and sequences of sounds.
- Some researchers equate language aptitude with the *time* needed to master language learning tasks. In this view, students with a high aptitude are those who learn more quickly. Perseverance is defined as the time the learner is willing to spend in learning.

Two test batteries have been developed to measure foreign language aptitude. The Carroll-Sapon Modern Language Aptitude Test is appropriate for use with high school students and adults. A modified version of this instrument is designed for pupils in grades 3 through 6. The Pimsleur Language Aptitude Battery is intended for use with junior and senior high school students. Both tests are similar in terms of content validity. They attempt to distinguish specific abilities—such as sensitivity to grammatical structure, ability to receive and process auditory information, and rote memory ability—that correlate highly with foreign language learning. In addition to predicting the student's overall degree of probable success, both tests can be used diagnostically to identify specific aspects of language learning in which the student is likely to excel or have difficulty.

THE LEARNER

In a landmark study (Pimsleur, 1966), devices commonly used by schools to predict student success in foreign language courses were found to correlate with students' grades as follows:*

Predictor	Correlation with Foreign Language Grades
IQ	r = .46
English grades	r = .57
Grade-point average (GPA)	r = .62
Aptitude battery	R = .62
GPA plus aptitude battery	R = .72

The conclusion is that the aptitude battery combined with grade-point average is the best predictor of foreign language success. In the absence of the aptitude battery, grade-point average is a better predictor than either IQ or English grades.

The authors of these instruments emphasize that the principal functions of aptitude tests are prediction and diagnosis. Aptitude tests should *never* be used to exclude students from foreign language classes. They should be used instead to counsel students as they prepare to make their own decisions regarding language study. More importantly, they should be used to identify students' language learning strengths and weaknesses. In this regard, they can help teachers enhance their awareness of the language learning process and respond more effectively to individual differences among learners.

*Figures given are simple (r) and multiple (R) Pearson product-moment correlation coefficients.

THE LEARNER

Motivation

Motivation, or lack of it, is another critical factor affecting foreign language achievement. Motivation is related to perseverance which has been shown to account for at least one-third of what it takes to learn a foreign language. In this regard it is a more potent determiner of language learning success than intelligence, especially in relation to the learning of skills needed for interpersonal communication.

Several different kinds of motivation have been identified by research in foreign language education. *Instrumental* motivation characterizes the learner who wants to learn a foreign language for practical or utilitarian reasons, for example, to satisfy an academic requirement or acquire skills for a future job. *Integrative* motivation characterizes the learner whose interest in studying a foreign language stems from a desire to learn about the cultural community of people who speak it, who wants to share their values and lifestyles. It has been demonstrated that students who are integratively motivated tend to be more successful as language learners. It is not uncommon for a student who begins the study of a language with essentially instrumental motivation to become integratively motivated through contact with the culture and success in learning the language. There is much that the foreign language teacher can do to help effect this shift from instrumental to integrative motivation.

Many students who live in areas where they have little or no contact with people of other languages and cultures or who do not have to fulfill language requirements may be motivated toward foreign language study by factors that are neither interpersonal nor pragmatic. Some may be studying a language because their friends are, because they like the teacher, or because it fits into their schedules. Others, intrinsically motivated, may do so because it fulfills some inner need or they derive satisfaction from achievement. Still others may pursue language study for extrinsic reasons, such as peer or parental pressure.

While aptitude and intelligence are essentially constant, motivation is highly influenced by "environmental" factors, such as what teachers do, how the curriculum is organized, how the student views the value of what is being taught, relationships with teachers, the quality of the student's health, other subjects on the schedule, and personal priorities (Cooper, 1985).

THE LEARNER

Numerous scales have been developed to gauge students' motivation levels and to assess their attitudes toward various aspects of foreign language learning. Many of these are reproduced in the appendix of the Jakobovits volume listed among the references. Notable among them is Jakobovits' Foreign Language Attitude Questionnaire, which has one form for students currently studying a foreign language and another for those who have never taken a foreign language course. It is valuable as a means of helping school personnel find out how students feel about such aspects of foreign language instruction as methods, materials, homework, and goals of the course, as well as why some students elect not to take foreign language. The questionnaire can furnish important information as part of the evaluation of the foreign language program.

AN EFFECTIVE PROGRAM

PART II
BUILDING AND MAINTAINING AN EFFECTIVE FOREIGN LANGUAGE PROGRAM

What It Means to "Know" a Foreign Language

Every student who enrolls in a beginning modern language course does so with the hope of learning eventually to understand, speak, read, and write the language with a reasonable degree of proficiency. Language teachers entertain a similar hope for each new student. Thus inspired, both embark on an enterprise that, on a nationwide basis, will see roughly half of the students drop out at the end of the first year and 85 percent quit at the end of the second. Only five percent of those who begin the study of a foreign language ever reach the fourth year.

Of the many reasons for this high rate of attrition, one of the most influential is students' discovery that after one, two, or three years of language study, they have not learned the language at anything approaching the level of proficiency they had initially expected. It is true that a long time and a great deal of effort are required to master another language, and students frequently have unrealistic ideas in this regard. It is equally true that many programs tend to emphasize the *study* rather than the *learning* of a foreign language; that is, instruction and evaluation focus almost exclusively on individual features of the target language while the global, communicative aspects of language learning are largely ignored. In such circumstances, students acquire a certain amount of knowledge *about* the target language and some ability to control discrete features of the language in isolation and out of context. But they develop relatively little ability to use the language itself. The situation is comparable to giving driver education students classroom instruction with no behind-the-wheel experience and expecting them to be able to drive.

Language Proficiency

The overall goal of modern language instruction today is *proficiency* in the use of the target language—specifically, the ability to understand the spoken and written language directly without translation and to use the language for active communication in both speech and writing. The ability to control discrete features of target language phonology, morphology, syntax, and vocabulary—called *linguistic competence*—is a very important and necessary part of language learning. But it is only one component of language proficiency. The other component—*communicative competence*—is the ability to receive, understand, and produce comprehensible messages suitable

to different kinds of situations (Zelson, 1976, p. 19). It is developed by systematically providing students opportunities to put the discrete-point linguistic skills they are learning to practical use in activities approximating real communication.

All of this points strongly to the need for a balance between "skill-getting" activities, which are directed toward the development of linguistic competence, and "skill-using" activities, directed toward the development of communicative competence (Rivers, 1972). Without such a balance, students are unlikely to develop the kind of foreign language proficiency they desire and that their teachers desire for them. In order to develop communicative competence

- Students need authentic, meaningful situations in which to practice the language.
- They need motivation to express themselves.
- They need freedom and encouragement to use language to create and experiment linguistically in a classroom environment, without fear of ridicule.
- They need to be rewarded for the content of what they say rather than discouraged by the teacher's negative reaction to their errors.

A great variety of skill-using activities, together with ideas for developing and managing the small-group and paired-partner contexts necessary for their effective implementation, are detailed in the references by Baker, Birckbichler, Gunderson, Joiner and Westphal, Omaggio, Snyder, and Zelson.

Methods

Until very recently, the foreign language teaching profession was concerned more with methods than with goals. Language educators' almost quixotic pursuit of the one "best" way to teach a foreign language manifested itself in a series of "methodological revolutions," each accompanied by much controversy, acrimony, and divisiveness. Today, the thrust toward language proficiency as a common goal is doing much to unite the profession. However, vestiges of the profession's former preoccupation with methods still remain.

The *grammar-translation* method focuses on the memorization of grammar rules, paradigms, and isolated vocabulary items and involves extensive two-way translation exercises. Oral work is designed to reinforce the learning of grammar rules and vocabulary. The aim of the method is to develop the student's ability to read the target language by translating it into English. Because the method concentrates solely on the printed word, it has largely been abandoned by modern language teachers who aim at the development of

AN EFFECTIVE PROGRAM

all four language skills—listening, speaking, reading, and writing. However, it continues to be used extensively in the teaching of the classical languages. Occasionally it is encountered in modern language classes.

The *audiolingual method* dominated the "New Key" revolution of the 1960s. Based on behaviorist psychology, it views language as a set of habits to be learned through mimicry, memorization of dialogues, and extensive pattern practice. The four skills—listening, speaking, reading, and writing—are taught in that order. Structures and vocabulary, introduced in authentic, colloquial samples, are practiced orally before being presented in printed form. The method emphasizes limited, controlled output, overlearning of patterns, and rigorous, immediate correction of errors. Translation is avoided. Although the psychological premises undergirding the audiolingual approach have been largely invalidated, modified versions of the method continue to be practiced today, and most textbooks contain dialogues and pattern drills of an audiolingual nature.

Research does not support a single "best" method, and the results of studies that have attempted to compare one method with another are inconclusive. Today's thrust toward proficiency has fostered, instead, an informed *methodological eclecticism* which involves the careful selection of appropriate methods, materials, and instructional activities to bring about specific learning outcomes. Successful application of this approach requires that the teacher have clear goals and objectives in mind at all times and be well informed regarding current theory and practice in foreign language education. The inept practitioner more often than not ends up either doing what appeals at a given moment with little idea of what the consequences may be, or else applying techniques that are inappropriate to produce the desired learning outcomes.

The *functional-notional approach* is the most recent methodological development. Most foreign language programs are organized to teach the elements of grammar progressively from the simple to the complex. This does not reflect the patterns of natural speech or the communicative needs of the learners. The functional-notional curriculum is organized by *notional categories* (the situations, topics, and ideas with which the learner must deal) and by the *functions* or types of interactions the learner might choose in communicating in a given situation; i.e., agreeing or disagreeing, suggesting, persuading, giving directions, teasing, expressing conviction or doubt, and the like (Knop, 1982). The approach is explicitly designed to meet the communicative needs of learners. However, there is some question as to how well students trained in it will fit into traditional, grammar-based programs, especially those at the college level.

ERROR CORRECTION

Error Correction and Analysis

To correct or not to correct—that is the question constantly confronting foreign language teachers. At one time it was thought—and it is still firmly believed by many teachers—that students' errors (phonological, grammatical, and lexical; oral and written) should be rigorously corrected. With the movement toward communicative competence came the realization that errors are a natural part of the development of any skill, including language communication skills, and that one does not master something as complex as the creative use of language without making mistakes. But correcting students when they are trying to communicate in the target language, as in skill-using activities, can have a strongly inhibiting effect on their communicative efforts; a much more appropriate time for error correction is during skill-getting activities, such as whole-class drill and practice.

If overcorrection can inhibit communication, undercorrection can have equally undesirable effects. Learners' error patterns can become fixed or "fossilized" to the extent that they defy all efforts to remediate them. The result is that, despite temporary improvement after intensive remediation, the learner remains locked into a terminal proficiency level beyond which he or she quite literally cannot progress (Higgs and Clifford, 1982).

All of this underlines the considerable burden of responsibility that teaching for proficiency places on the foreign language teacher, who must constantly make judgments about what kinds of errors to correct and when to correct them. Error analysis can be of help in this regard by enabling the teacher to determine whether a given error is caused by interference from English, by overgeneralization, or by other factors (Richards, 1973).

The Sociocultural Context

Proficiency in a foreign language implies an in-depth understanding of its sociocultural context and the ability to function effectively in that context. The real meaning of a language is not in reference to the culture of the learner but to the culture of the people who speak the language. The student who encounters the French word *pain* and equates it with the kind of soft, sliced bread wrapped in plastic that his mother buys at the supermarket and uses to make peanut butter sandwiches for him to take to school in a brown paper bag and eat in the school cafeteria has simply not learned the meaning of the word. What is more, the student has missed acquiring a valuable insight into the culture of the people who speak the language and has lost a chance to examine their way of life, which is in many ways radically different from his own.

It is important to distinguish between *formal culture*, which consists of the social institutions and the great historical, intellectual, and artistic accomplishments of the people who speak a given language, and *deep culture*, which is the totality of attitudes, values, beliefs, and behavior patterns that characterize the people and shape their daily lives. Formal culture, like the tip of an iceberg, is visible and apparent to all. Deep culture is the vastly greater part of the iceberg lying beneath the surface; in the lives of native culture bearers, it operates on a largely unconscious level and is the source of misunderstanding and conflict when encountered by those of another culture who are unfamiliar with its structure. An understanding of both formal and deep culture is essential to effective communication in the target language, which involves the ability to behave appropriately when interacting with native speakers.

The article by Morain provides an excellent overview of the substantial literature on the teaching of the sociocultural context.

Evaluating the Outcomes

In the type of program that focuses primarily on individual features of the target language, tests and other evaluative procedures used to assess learning outcomes are almost exclusively of the discrete-point variety. It is not surprising that students can perform well on these measures and receive consistently acceptable, even excellent, course grades without having attained very much actual language proficiency. The same is true of standardized tests like the College Board Achievement Tests and the Ohio Tests of Scholastic Achievement which are essentially discrete-point in nature. These instruments can yield useful kinds of information regarding student achievement, but they are largely inappropriate for assessing language proficiency.

Proficiency guidelines recently developed by the American Council on the Teaching of Foreign Languages appear in Appendix A. Based on the Foreign Service Institute/International Language Roundtable proficiency scale, the guidelines describe behavior characteristic of nine different levels of proficiency in listening, speaking, reading, and writing and six levels of cultural proficiency. They are designed to guide curriculum materials development as well as to form a basis for curriculum planning and classroom teaching. They can be used with a variety of methods, textbooks, and materials.

The reference by Clark summarizes the current status of language proficiency assessment and outlines future directions.

ARTICULATION

Program Articulation

Careful articulation, both vertical and horizontal, is an essential characteristic of the effective foreign language program. Students should be able to progress from one grade level or course to another, systematically expanding their skills and knowledge without interruption and without having to repeat material they have already mastered (vertical articulation). They should also be able to learn what their peers in other classes are learning at a given level of instruction, regardless of who the teacher may be (horizontal articulation).

Articulation of this kind depends to a large degree on a cooperatively developed course of study that clearly specifies expected learning outcomes for each grade level or course. (The process of developing such a course of study is described in Part III.) Frequent communication between and among teachers at all instructional levels is also important. To be avoided at all costs is the practice of having personnel at one instructional level dictate what those at a lower level shall do. Instead, expectations of what should or can be accomplished at a given level must be based on a thorough, preferably first-hand, knowledge of learning conditions and learner characteristics at that level.

PRE-NINTH GRADE

Pre-Ninth Grade Offerings

Research does not clearly indicate an optimum age at which to begin foreign language study. However, there are compelling reasons for initiating language learning earlier than the ninth grade, the point at which foreign language programs characteristically begin.

- Mastery of a foreign language requires a great deal of time. As with any skill, early instruction provides more learning time, which studies indicate is directly related to the degree of proficiency attained.
- Early foreign language instruction gives children a cultural awareness of people from other countries at a time when they are most receptive. Before the onset of puberty, children are interested in group differences and display positive or neutral feelings toward members of other groups. From the age of twelve or so through sixteen they exhibit negative feelings toward whatever deviates from their peer group's ways of saying and doing things.
- Young children are excellent mimics. They are curious about new sounds and less self-conscious than teenagers and adults when it comes to pronouncing strange words. Those who begin learning another language before the age of ten and have a good model of native speech to emulate usually acquire a more accurate pronunciation than those who begin later.
- The early study of foreign language helps children gain insights into their own language and develop their listening and speaking skills in English.
- Studies indicate that foreign language can be added to the elementary school curriculum without adversely affecting student achievement in other subjects. In some cases, language study has been shown not only to improve achievement but to enhance creativity as well.

Program Options

Four types of programs have emerged as pre-ninth grade foreign language options: total or partial immersion, Foreign Language in the Elementary School (FLES), Foreign Language Experience or Exploration (FLEX), and the equivalent of a ninth grade Level I course offered in either the eighth or the seventh and eighth grades. The degree of foreign language proficiency that students attain varies considerably from one approach to another in direct proportion to the intensity of the approach and the amount of time devoted to language instruction.

PRE-NINTH GRADE

Immersion programs teach the regular elementary school curriculum in a foreign language for part or all of the school day. The foreign language is not itself a subject but is learned as the medium of instruction for the various content areas. In *total immersion* programs, English-speaking children are taught entirely in the target language from the first day of kindergarten. The only English they encounter in school is in English language arts instruction. They are expected to attain the same mastery of knowledge, concepts, and skills as their counterparts in the regular elementary program. In addition, they are expected, by the end of the sixth grade, to understand, speak, read, and write the target language with proficiency comparable to that of sixth graders in the foreign country and to have acquired an in-depth awareness of that country's culture. In *partial immersion* programs, from one class to one-half of the classes in the school day are taught in the target language. The goal, over and above students' mastery of the elementary curriculum, is to give them the greatest possible target language proficiency and cultural awareness within the time available. Evidence from immersion programs indicates that not only do students achieve high levels of target language proficiency but often score above national and school district norms on standardized English and mathematics achievement tests.

Foreign Language in the Elementary School (FLES) programs teach a foreign language as a discrete subject in the elementary curriculum. The FLES program aims at developing cultural awareness and a certain amount of listening and speaking skill in the target language, depending on the amount of time allocated to language instruction. Reading and writing are generally not emphasized in the early stages. Latin FLES programs focus primarily on the language's oral dimensions, its value in building English skills, and the heritage of Roman civilization.

The FLES program may begin at any grade level in the K-8 span but most frequently begins in grade 4, 5, or 6. It requires a continuous, uninterrupted sequence carefully articulated with the secondary school program, enabling students to complete the work of Level I, or Levels I and II, below the ninth grade and move directly into advanced courses when they reach high school.

The *middle or junior high school Level I course* has essentially the same objectives and content as its high school equivalent. Scheduled in either the eighth or the seventh and eighth grades, it enables students to enter Level II in the ninth grade. The minimum standards permit the awarding of advanced credit for the successful completion of this course. While such credit may not be considered in calculating the eighteen units required by the standards for graduation, it may be used to meet local graduation requirements that exceed the eighteen

PROGRAM GOALS

...a knowledge of significant historical, geographical, economic, political, and social characteristics of Roman civilization,

...a knowledge of selected literary and artistic works of the Roman people,

...an awareness of major contributions of Roman civilization to contemporary Western civilization,

...an awareness of the nature and structure of the English language, leading to an enhanced facility in the use of both spoken and written English.

units specified in the standards. Additionally, the credit may be entered on the student's transcript for college admission purposes. Most Ohio universities requiring foreign language for admission accept this credit if it is in the same language as other credits presented for admission.

Foreign Language Experience or Exploration (FLEX) programs introduce students to sounds, phrases, and vocabulary of the target language and to its related culture. Goals of the approach may include enrichment, development of a foundation for subsequent language study, cross-cultural understanding, and general language awareness. The FLEX program is usually a year or less in duration. It may be offered at any grade level in the K-8 span and may consist of minicourses, informal instruction in non-foreign language classes, or language classes meeting on a regular schedule. When it is intended to serve as a basis for students' decisions regarding subsequent language study, the FLEX program is scheduled immediately prior to the point of entry into the secondary school foreign language program. In addition, it generally provides several weeks of introductory instruction in each of the languages offered at the secondary level in the school district.

Desirable Qualities

Proper staffing of pre-ninth grade programs is of paramount importance, since the quality of students' initial learning experiences directly influences the length of time they are willing to continue foreign language study. Teachers should be student-centered and vitally concerned about each child's success. They should be proficient in the languages they teach and should have had foreign language methods training appropriate to the age level of students. Those with elementary certification should have foreign language certificate validation. Teachers with high school certification must have middle grade validation to teach in grades 4, 5, and 6. Immersion programs should be taught, preferably, by persons with bilingual multicultural certification, or alternatively, by teachers with elementary certification who are equally proficient in both English and the target language.

Of equal importance are program articulation and coordination. Students should have assurance of a continuous language learning sequence free of gaps, redundancies, and inconsistencies from beginning to end. Involving both elementary and secondary teachers in planning and implementing the pre-ninth grade program will contribute materially toward attainment of the desired level of articulation. Coordination can be achieved through tactful supervision.

Establishing realistic goals and communicating them effectively to

parents, administrators, and other interested persons will do much to head off misconceptions about the degree of foreign language proficiency that students can attain in each type of program. While functional fluency can reasonably be expected as an outcome of an immersion program, nothing approaching it should be anticipated from a FLES program, and the outcomes of a FLEX program are even more constrained. A clear understanding on this point can result in increased satisfaction on the part of all persons concerned.

The Rhodes and Schreibstein publication listed in the reference section contains a detailed discussion of immersion, FLES, and FLEX programs, together with recommended procedures for establishing a program, suggestions for teaching activities, and sources of resource materials.

MULTILEVEL CLASSES

Multilevel Classes

Multilevel classes are those in which two or more levels of foreign language are taught within a single class. They usually involve Levels III and beyond, but some small schools schedule Levels I and II, II and III, or even I, II, and III together in the same class. Multilevel classes are the result of such factors as high attrition attributable to students' reluctance to continue language study beyond Level II, small schools with limited language enrollment, minimum enrollment requirements for a course to be scheduled, and scheduling conflicts that compel students to choose between two courses scheduled at the same time.

When a multilevel course is established, care must be exercised to ensure that course of study objectives for each level involved represent a proper amount of work for the credit assigned and that objectives for each level can be attained.* If these conditions are met, students may receive full credit for the particular level in which they are enrolled. However, regardless of the number of levels coscheduled, the class may be counted as only one of the 45 units required by the minimum standards to be scheduled in grades 9 through 12.

Multilevel classes place exceptionally heavy demands on the foreign language teacher, who must see to it that the requirements of two or more instructional levels are met within the confines of a single class. Strong administrative support, special assistance with regard to instructional materials and equipment, and much teacher creativity, adaptability, and stamina are needed if the multilevel class is to be a meaningful, rewarding, and academically beneficial learning experience for students.

The Levy article listed in the reference section contains many valuable suggestions for organizing and teaching multilevel classes.

*It is questionable whether two-year college preparatory expectations specified in Appendix B can be met in a class combining Levels I and II.

INSERVICE EDUCATION

Inservice Education

The minimum standards emphasize the importance of teacher inservice education, including subject matter update. The need for effective inservice education becomes increasingly acute as teachers remain for longer periods of time in the same positions, and fewer teachers enter the profession bringing with them new ideas, methods, and knowledge acquired in preservice training.

Foreign language teachers' inservice needs are greatest in the areas of

1. renewal or enhancement of language skills, especially oral communication
2. awareness of recent research and classroom practices growing out of such research
3. expansion of knowledge about the target culture, especially differences in values, attitudes, expectations, and behavior norms that lead to cross-cultural misunderstanding.

Most Ohio colleges and universities offer opportunities for (1), and some have programs aimed at (2) and (3). Teachers' needs in (2) and (3) are well addressed by various professional associations through publications, workshops, and conferences. (Appendix F contains a list of such resources in foreign language education.) Teachers should be encouraged to avail themselves of these inservice education opportunities through membership in professional associations, study of professional literature, attendance at workshops and conferences, and enrollment in appropriate college and university courses. They should also be encouraged to share information and insights acquired through these means with other language teachers in the school district or the school.

MATERIALS AND MEDIA

Textbooks

The textbook has long been the primary source of support for foreign language programs, and teachers tend to rely on it far more than on a course of study as a source of what to teach.

Almost all language textbooks are published in integrated series encompassing Levels I and II, and in some cases, Level III. Most represent a compromise between the traditional and what is most current. On the one hand, their organization almost invariably follows the traditional grammar syllabus in each language, beginning with simple grammatical concepts like definite and indefinite articles and culminating in those concepts that are considered to be the most difficult to learn, such as the subjunctive. At the same time, most modern language textbooks today reflect the trend toward communicative competence and the teaching of the sociocultural context. Instructional activities incorporate communicative tasks involving role-playing, simulation, and other small-group activities. Oral and written exercises elicit students' use of "real" language rather than artificial sentences concocted for the purpose of illustrating or drilling a point of grammar. Sociocultural aspects of the target culture are illustrated in pictures, drawings, and other graphic representations, and authentic cultural material is systematically integrated into reading selections.

On the whole, foreign language textbooks are designed to respond to the widest possible range of program goals, teacher preferences, and student interests. Each unit contains a great variety of material from which teachers are expected to select what best meets their individual needs. In addition, a considerable array of related materials is available for most textbook series. These include teachers' manuals, student workbooks, textbook-correlated tapes, hand-held visuals, overhead projector transparencies or transparency masters, films, filmstrips, tests, and even microcomputer software.

Some textbook series encompass more content for a given level than can be taught effectively in a year course. In these cases, teachers are confronted with a difficult choice. Either they try to "cover" the entire textbook without regard to how well students learn the concepts and skills presented, or else they teach less than the entire textbook—characteristically, about three-fourths of the units—and try to ensure a high degree of student mastery of that material. Each of these alternatives has undesirable consequences. In the first instance, students soon realize that they are moving from one unit to another without really mastering the material; as a result, they are likely to develop negative attitudes and eventually drop out of the program. On the other hand, "not finishing the book" has its own negative

impact on students' feelings about the teacher's competency and their own progress, regardless of how well they may have learned what has been presented. Additionally, carrying over a textbook from one year to the next is difficult to justify financially, since it means purchasing enough copies for students at two instructional levels rather than one.

All of these considerations underscore the importance of (1) establishing realistic goals and objectives for each level of instruction; (2) incorporating these goals and objectives into a course of study that all teachers in the system are committed to implementing; and (3) adopting textbooks and other instructional materials that are consistent with the course of study.

It is important to "phase in" a new language textbook series one level a year, so that students can complete at least two levels of the same series. It is disruptive for them to complete Level I of one series, then shift to the Level II book of another series which is not coordinated with the first.

Electronic Language Practice Systems

Audiotape recordings of textbook exercises must be considered basic rather than supplementary materials for modern language instruction today. Tape recorded exercises, which provide students with necessary models of authentic native speech, are indispensable for the development of students' listening comprehension and oral production skills.

In the 1960s, many schools installed language laboratories with fixed booths, monitoring consoles, and permanent wiring as a means of providing students practice with tape-recorded exercises. Today the trend is toward electronic practice systems that are less expensive to purchase, more flexible to use, and easier to maintain. Among these are self-contained portable systems that wheel from classroom to classroom and "wireless" systems that transmit multiple lesson signals to student headsets from a closed loop antenna attached at the top of the classroom wall. Both types of systems permit teacher monitoring and correction of individual student responses if those functions are desired.

The purchase of an electronic language practice system represents a substantial investment of funds. It should be undertaken only if each and every modern language staff member considers such a system an essential teaching tool and gives absolute assurance that the equipment will be used on a daily basis.

Microcomputers

The microcomputer, which has become a familiar feature of language

arts, mathematics, science, and even social studies classrooms, has been slow to penetrate foreign language programs. The major reason, aside from teachers' apprehensions about technology, has been a general lack of high quality software. Until very recently, most programs were of the drill and practice variety. Many were rushed into production and contained glaring errors which remained uncorrected in subsequent versions. Additionally, foreign language characters were not available, and attempts to synthesize them were largely unsatisfactory.

Within the past several years, however, software quality has significantly improved. Programs now available feature learning games, simulation, problem solving using a type of artificial intelligence, and imaginative use of color graphics. Hardware developments, such as videodiscs, random access audio, and synthesized speech have begun to expand software capablities beyond the limitations of written text modes. Of particular interest to teachers who wish to integrate computer-based materials closely with classroom instruction are various authoring systems, authoring languages, and other utilities that enable teachers with no knowledge of programming to produce their own microcomputer lesson material that can keep records of individual students' errors. On the other hand, a major shortcoming of current foreign language courseware is its inability to provide more than rudimentary diagnosis and feedback in response to errors, despite the advances that have been made in this dimension in other curriculum areas (Meredith, 1983).

COURSE OF STUDY

PART III
COURSE OF STUDY DEVELOPMENT

Section 3313.60 of the Ohio Revised Code requires boards of education to prescribe a graded course of study for all schools under their control. The mandate applies to boards of education of city, county, and exempted village school districts. The minimum standards for elementary and secondary schools extend this requirement to the corresponding authority in chartered nonpublic schools.

The Ohio Department of Education publication, *Process Model for Course of Study*, describes the components required in courses of study. This part highlights five of the components—introduction, program philosophy, program goals, scope and sequence, and pupil evaluation policy—in relation to the foreign language program.

When approved by the board of education or other authority, the course of study becomes a legal document which teachers are responsible for implementing. For that reason, it is important that teachers be directly involved in its development to the maximum extent possible. Where participation of all teachers is not feasible, there should be adequate representation from all school levels, elementary through high school, which the program encompasses. Sufficient time should also be allotted to permit thoughtful, deliberate curriculum writing, with appropriate opportunity for revision and refinement of the final product.

INTRODUCTION

Course of Study Introduction

The introduction to the course of study should state the function of the document, identify the school or district it will serve, and specify how it is to be used by teachers, administrators, and the board of education.

A Sample Introduction

An introduction to a foreign language course of study might state the purpose of the document and explain its major components.

> The PURPOSE of the course of study is to give structure and direction to the foreign language program. The document is designed to ensure program consistency and continuity to students. Additionally, it is intended to give parents, students, and other interested persons an accurate description of what is currently being taught at each level of instruction. Finally, it specifies the concepts and skills for which teaching personnel are responsible. The four major components of the course of study, as described below, establish the framework of the foreign language program.
>
> The PROGRAM PHILOSOPHY states the rationale for the foreign language program in the total curriculum. The philosophy statement is consistent with the district philosophy and goals set forth by the board of education and contributes to the district's established educational program. The program philosophy reflects current theory and research in foreign language education.
>
> The PROGRAM GOALS establish the broad dimensions of the foreign language program. These statements ensure that all desired outcomes of the program—language skills, contemporary and historical culture, career awareness, and enhanced English competency—receive appropriate instructional emphasis.
>
> The SCOPE AND SEQUENCE component of the course of study contains instructional objectives that have been derived from program goals. These statements, specifying expected learning outcomes, are intended to serve as a guide for daily lesson plans, as well as for assessment of student learning.
>
> The EVALUATION POLICY set forth in this course of study emphasizes assessment of student performance relative to all course of study objectives.
>
> The above components of the course of study provide the basic structure and direction necessary for an effective foreign language program. To ensure the implementation of the prescribed program, instructional strategies, materials, and resources must be consistent with the specifications of the course of study.

INTRODUCTION

It is expected that foreign language teaching personnel will use this course of study as a basis for preparing daily lesson plans. The purpose here is not to restrict any teacher's creativity or individual initiative. Rather, the intent is to afford each teacher the widest possible autonomy in attaining objectives, while at the same time guaranteeing students a program essentially free from redundancy, gaps, and inconsistencies.

PROGRAM PHILOSOPHY

Program Philosophy

The foreign language program philosophy states the rationale for language study in the total curriculum. The program philosophy should be consistent with the district philosophy of education and should embody the major beliefs of the teaching staff about the importance of foreign language learning for young people today. In the process of developing the program philosophy, a balanced consideration should be given to humanistic, practical, and personal reasons for foreign language study. (Appendix C contains a list of such reasons, together with suggestions for use of the list in reaching group consensus.)

Sample Philosophy Statements

The following example views foreign language in a broad perspective:*

> The need for an American citizenry competent in foreign languages has never been more acute than it is today. The 1979 report of the President's Commission on Foreign Language and International Studies states: "If the...children in our schools are to function successfully as adults in the next century, they must grow up with more knowledge about our interdependent world, keener awareness of other people, and greater sensitivity to those people's attitudes and customs." Foreign language learning has a unique power to prepare our children for this responsibility.
>
> The study of other languages and cultures is especially important in today's shrinking world. More Americans than ever before are traveling abroad for business, pleasure, and education. The rapid advance of technology makes international communication instantaneously accessible. Our national security and our economic survival increasingly depend on our ability to understand people whose cultures differ from our own and to communicate in languages other than English.
>
> Foreign language learning is of potential benefit to everyone. Everyone can learn to communicate in a foreign language, although individuals' needs, abilities, and interests will vary. Ideally, the time to begin foreign language learning is between the ages of three and ten, when the ability to absorb verbal stimuli is at its highest, when there is an excellent capacity for mimicry, and when the child is receptive to that which is different. Foreign language learning, however, can begin at any age.
>
> Competency in another language is of value in a rapidly growing number of career fields. People proficient in foreign languages are

*Adapted from *Handbook for Foreign Language Educators*. Harrisburg: Pennsylvania Department of Education, 1983.

PROGRAM PHILOSOPHY

needed in government, business, social and health services, education, travel and transportation, and the media. At the same time, such persons are likely to be better citizens of the world, because they have developed a sensitivity to other cultures and civilizations. Their training in foreign languages, if properly conducted, increases their capacity for analytical thought, effective writing, and meaningful oral communication. It also enhances their appreciation of human values, develops their self-esteem, and nurtures their aesthetic sensitivity. Such people are the hope of tomorrow. We must begin their training in foreign languages today.

Alternatively, the program philosophy may be a simple, brief statement.

Citizens of today's complex world need to understand and communicate with people of other countries and cultures. Languages are key elements in such understanding and communication. Knowledge of a foreign language and the culture of the people who speak it increases one's self-awareness, enhances the understanding of one's own language and culture, and opens the door to a wide range of language-related career fields.

PROGRAM GOALS

Program Goals

Program goals are broad statements of desired outcomes of the foreign language program. They should define the essential nature of the program and establish the overall dimensions of expected program outcomes. Program goals may be written either as statements of what the learner will be able to do, or as statements of what the program will do for the learner. For the sake of consistency, goal statements should all be of one type or the other.

Sample Program Goals

The following is a sample set of foreign language program goals:

The foreign language program aims at developing in the student...

...the ability to understand a foreign language when spoken at normal tempo on a subject within the range of the student's experiences,

...the ability to speak with sufficient fluency to make direct contact with a native on a subject within the range of the student's experiences,

...the ability to read with direct understanding, without recourse to English translation, material on a subject within the range of the student's experiences,

...the ability to write, using authentic patterns of the language and with minimal conscious reference to English, on a topic within the range of the student's experiences,

...an understanding, through the foreign language, of the contemporary values and behavior patterns of the people whose language is being studied,

...a knowledge of significant historical, geographical, economic, political, and social characteristics of the country or countries where the language being studied is spoken,

...a knowledge of selected aspects of the literary and artistic heritage of the people whose language is being studied,

...an awareness of career fields in which proficiency in a language other than English is a requirement or an asset, and

...an awareness of the nature and structure of the English language, leading to an enhanced facility in the use of both spoken and written English.

The following set of program goals is applicable to the study of Latin:

The classical language program aims at developing in the student...

...the ability to read and understand Latin without translating into English,

SCOPE AND SEQUENCE

Scope and Sequence

The *scope* of a course of study specifies the content that is to be learned, while *sequence* indicates the order in which that content is distributed throughout the program. The course of study scope and sequence is formulated in terms of program objectives and subject objectives. Program objectives are broad statements of desired learning outcomes derived from program goals; they generally encompass several instructional levels within a program. Subject objectives, which are more specific in nature, designate learning outcomes for a given level or course, such as French 7 or Latin II.

The following chart presents an example of a program goal and a few of the many program and subject objectives that might be generated from it. (Appendix D contains an inventory of sample subject objectives for the language skill areas of listening comprehension, speaking, reading, and writing.)

Program Goal	Program Objectives	Subject Objectives
Students learn and apply basic writing skills	Students	Students
	1) demonstrate correct spelling in written work	a) use vocabulary words from each chapter
		b) use correct spelling in writing
		c) apply rules of spelling, capitalization and accenting
		d) learn and use cognate words
		e) use correct punctuation
	2) know and apply grammar and usage	a) use complete sentences in writing
		b) know and use basic grammar
		1) choose appropriate verb forms for subject-verb agreement
		2) choose correct pronoun forms according to gender, number, syntax and formality
		3) use infinitives correctly
		4) use adjectives and adverbs correctly
		5) use definite and indefinite articles correctly
		6) know finite forms of common regular and irregular verbs in appropriate tenses.

SCOPE AND SEQUENCE

The scope and sequence should provide for students' systematic progression from (1) knowledge about phonological, grammatical, and lexical features of the target language through (2) the ability to manipulate those features in isolation (discrete-point skill) to (3) near-automatic control of phonological, grammatical, and lexical elements of the language in a communicative context (global skill). The following are examples of knowledge objectives, discrete-point skill objectives, and global skill objectives that might be found at various appropriate places in a scope and sequence.

KNOWLEDGE: The student knows that the production of sounds in the target language requires a different use of the vocal apparatus than in English.

DISCRETE-POINT SKILL: The student correctly pronounces all target language vowel and consonant sounds in isolation.

GLOBAL SKILL: The student correctly pronounces all target language vowel and consonant sounds in oral discourse.

KNOWLEDGE: The student knows that the French compound past is formed with the present tense of the auxiliary verb *avoir* or *être* plus the past participle of the main verb.

DISCRETE-POINT SKILL: The student is able to change the present tense of familiar verbs to the corresponding form of the compound past.

GLOBAL SKILL: The student is able to use appropriate forms of the compound past correctly in describing past events.

In addition to subject objectives, the scope and sequence may, if it is desired, include an outline of subject content. Grammar concepts, formal and deep culture, and vocabulary topics (e.g., food, clothing, weather, time, etc.) are some of the components a content outline might contain. The outline may be organized in any way that is convenient for staff use: by unit, by quarter or other marking period, by semester, or by level.

EVALUATION POLICY

Pupil Evaluation Policy

Evaluation is the process of assessing learning outcomes in order to determine the extent to which individual pupils are mastering the objectives of the course of study. The pupil evaluation policy, as a course of study component, establishes the "basis for pupil evaluation" required by the minimum standards.

Different types of evaluation serve different purposes. The *Process Model for Course of Study* discusses three types—preassessment, formative evaluation, and summative evaluation.

Preassessment, which usually takes place prior to instruction, is diagnostic in nature. It is intended to help the teacher determine where in the sequence of course of study objectives the student should be placed. It can also be used to establish the "baseline" or starting point from which the student's progress is measured.

Formative evaluation takes place during instruction. Its purpose is to help the teacher make necessary adjustments as students progress toward the attainment of specific objectives. Frequently, formative measures are not counted toward students' course grades, and students may take them as often as necessary to determine their mastery of objectives.

Summative evaluation takes place at the end of a phase or period of instruction, such as a unit or chapter, a marking period, a semester, or a course. It typically involves assessing students' mastery of a given number of objectives as a basis for assigning grades. Summative measures are generally administered only once.

Standardized achievement tests are one means of assessing what students have learned. Generally, the achievement test is not built around one textbook or set of instructional materials but is intended for students from a wide variety of schools and programs. An individual student's performance on an achievement test can be compared with that of others, either within the same school district or nationwide, taking the test. In addition, the group test performance of students in a school or district can be compared with all students taking the test.

Because standardized achievement tests lack congruence with the objectives and content of individual foreign language programs, they are not an appropriate basis for students' course grades. However, the judicious use of group performance results from achievement tests can yield useful information for program evaluation.

EVALUATION POLICY

A Sample Evaluation Policy

A pupil evaluation policy might include both prescriptive and suggestive statements.

The course of study scope and sequence represents what shall be taught in the foreign language program of this school district. Therefore, student performance relative to every subject objective of the course of study is to be assessed at some point in the instructional sequence. However, tests and other summative measures may include only a representative selection of objectives.

Evaluative measures are to be consistent with the nature of objectives. Details of grammar and lower-order skills may be assessed with discrete-point tests, but higher-order skills, such as literary interpretation and oral and written communicative competencies, will require more subjective, global measures. In some cases, a single evaluative measure may encompass several objectives. By the same token, some objectives may require several evaluative procedures.

Evaluation should be a continuous process. It should begin with preassessment at the outset of any unit of instruction, continue with formative assessment at various intervals, and culminate with appropriate summative measures at the conclusion of the unit.

Grading is the process of reducing multiple aspects of the student's performance to a single mark. It is therefore of utmost importance that an assigned grade reflect as accurately and as fairly as possible the quality of the student's performance relative to course of study objectives. Under no circumstances should grades, or tests that contribute materially to grades, be used to punish students, either individually or collectively, or be used as a threat to control their classroom behavior. However, nothing in this policy shall prohibit the teacher from awarding incentive grades for effort or classroom participation.

FINAL STEPS

Final Steps

When the five central components of the course of study have been completed and assembled, a table of contents with page numbers should be prepared and inserted at the front of the volume. This is important for convenient use of the document by teaching personnel. The course of study must be officially approved by the city, exempted village, or county board of education or the corresponding authority in nonpublic schools. With this approval, the course of study becomes a legal document that is binding on all parties. It may be changed only by official action of the board of education. The course of study, together with a notice of its board of education approval, is then sent to the State Department of Education for State Board of Education approval. This action ensures that the document complies with all requirements of the law and of standards.

* * * * *

The minimum standards place the course of study at the center of the educational program. Conscientious implementation of the components described in this chapter will enable school district personnel to develop courses of study that comply with the requirements of standards, reflect district philosophies of education, and meet local student needs.

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PROVISIONAL PROFICIENCY GUIDELINES OF THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

ACTFL has been interested in promoting the notion of proficiency-based foreign language teaching and learning for some time. In 1981 the ACTFL Executive Council targeted language proficiency as one of the organization's priority areas. Grants from the Department of Education have enabled ACTFL to provide training workshops on oral proficiency interviewing and rating, based on techniques endorsed by the Interagency Language Roundtable (ILR) and modified by ACTFL and Educational Testing Service for academic application. The first workshop was held in early 1982, and participants report having begun incorporating the techniques acquired in the workshop into their teaching.

Evolving in tandem with the work in oral proficiency interviewing and rating is a second project, also funded by the Department of Education, to create proficiency guidelines for the other modalities. Modeled on the rating descriptions used in the oral interview, these guidelines address speaking, listening, reading, writing, and culture. They are designed to guide curriculum and materials development as well as to provide a graduated sequence of learning goals for teachers and students. These guidelines will serve as the basis for future training workshops, funded by National Endowment for the Humanities and Department of Education, in which oral interview training will be coordinated with proficiency-based curriculum design.

There is great potential for the impact of these guidelines on foreign language instruction. Measurable proficiency goals will form the basis for curriculum planning and classroom teaching. Students will more quickly develop a sense of accomplishment and will be able to refer to these "yardsticks" to measure their progress. The complex problem of articulation, the coordination of content between grade and course levels, can also begin to be addressed. Student evaluation and placement can be based on actual language proficiency instead of on inaccurate and relatively uninformative measures of "seat time." It is important to stress that the guidelines are not meant to be a substitute for methodology. On the contrary, they may be used with a range of methodologies, techniques, materials and texts and should, therefore, be more appropriately regarded as an organizing principle or system.

You are encouraged to experiment with these guidelines in your daily teaching and to share them with your colleagues. To aid ACTFL in

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perfecting these provisional guidelines and in developing proficiency guidelines in additional languages, please review the guidelines and return the inserted questionnaire. ACTFL looks forward to receiving your comments and your suggestions.

ACTFL would like to thank the following educators who worked so diligently to create these guidelines:

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Provisional Generic Descriptions—Speaking

Novice—Low

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Essentially no communicative ability.

Novice—Mid

Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary limited to that necessary to express simple elementary needs and basic courtesy formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances rarely consist of more than two or three words and are marked by frequent long pauses and repetition of an interlocutor's words. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficulty, even by persons such as teachers who are used to speaking with non-native speakers or in interactions where the context strongly supports the utterance.

Novice—High

Able to satisfy immediate needs using learned utterances. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. There is no real autonomy of expression, although there may be some emerging signs of spontaneity and flexibility. There is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Most utterances are telegraphic and word endings are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident.

Intermediate—Low

Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. When asked to do so, is able to formulate some questions with limited constructions and much inaccuracy. Almost every utterance contains fractured syntax and other grammatical errors. Vocabulary inadequate to express anything but the most elementary needs. Strong

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interference from native language occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.

Intermediate—Mid

Able to satisfy some survival needs and some limited social demands. Is able to formulate some questions when asked to do so. Vocabulary permits discussion of topics beyond basic survival needs such as personal history and leisure time activities. Some evidence of grammatical accuracy in basic constructions, for example, subject-verb agreement, noun-adjective agreement, some notion of inflection.

Intermediate—High

Able to satisfy most survival needs and limited social demands. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversations. Developing flexibility in a range of circumstances beyond immediate survival needs. Limited vocabulary range necessitates much hesitation and circumlocution. The commoner sense forms occur but errors are frequent in formation and selection. Can use most question forms. While some word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Aware of basic cohesive features such as pronouns and verb inflections, but many are unreliable, especially if less immediate in reference. Extended discourse is largely a series of short, discrete utterances. Articulation is comprehensible to native speakers used to dealing with foreigners, and can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech will usually be labored. Still has to repeat utterances frequently to be understood by the general public. Able to produce some narration in either past or future.

Advanced

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties. Has a speaking vocabu-

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lary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

Advanced Plus

Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Generally strong in either grammar or vocabulary, but not in both. Weaknesses or unevenness in one of the foregoing or in pronunciation result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions, and negatives to more complex structures such as tense usage, passive constructions, word order, and relative clauses. Normally controls general vocabulary with some groping for everyday vocabulary still evident. Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down.

Superior

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Vocabulary is broad enough that speaker rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors virtually never interfere with understanding and rarely disturb the native speaker.

Provisional Generic Descriptions—Listening

Novice—Low

No practical understanding of the spoken language. Understanding limited to occasional isolated words, such as cognates, borrowed words, and high frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice—Mid

Sufficient comprehension to understand some memorized words within predictable areas of need. Vocabulary for comprehension limited to simple elementary needs and basic courtesy formulae. Utterances understood rarely exceed more than two or three words at a time and ability to understand is characterized by long pauses for assimilation and by repeated requests on the listener's part for repetition, and/or a slower rate of speech. Confuses words that sound similar.

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Novice—High

Sufficient comprehension to understand a number of memorized utterances in areas of immediate need. Comprehends slightly longer utterances in situations where the context aids understanding, such as at the table, in a restaurant/store, in a train/bus. Phrases recognized have for the most part been memorized. Comprehends vocabulary common to daily needs. Comprehends simple questions/statements about family members, age, address, weather, time, daily activities and interests. Misunderstandings arise from failure to perceive critical sounds or endings. Understands even standard speech with difficulty but gets some main ideas. Often requires repetition and/or a slowed rate of speed for comprehension, even when listening to persons such as teachers who are used to speaking with non-natives.

Intermediate—Low

Sufficient comprehension to understand utterances about basic survival needs, minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand non-memorized material, such as simple questions and answers, statements, and face-to-face conversations in the standard language. Comprehension areas include basic needs: meals, lodging, transportation, time, simple instructions (e.g., route directions) and routine commands (e.g., from customs officials, police). Understands main ideas. Misunderstandings frequently arise from lack of vocabulary or faulty processing of syntactic information often caused by strong interference from the native language or by the imperfect and partial acquisition of the target grammar.

Intermediate—Mid

Sufficient comprehension to understand simple conversations about some survival needs and some limited social conventions. Vocabulary permits understanding of topics beyond basic survival needs such as personal history and leisure time activities. Evidence of understanding basic constructions, for example, subject-verb agreement, noun-adjective agreement; evidence that some inflection is understood.

Intermediate—High

Sufficient comprehension to understand short conversations about most survival needs and limited social conventions. Increasingly able to understand topics beyond immediate survival needs. Shows spontaneity in understanding, but speed and consistency of understanding uneven. Limited vocabulary range necessitates repetition

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for understanding. Understands commoner tense forms and some word order patterns, including most question forms, but miscommunication still occurs with more complex patterns. Can get the gist of conversations, but cannot sustain comprehension in longer utterances or in unfamiliar situations. Understanding of descriptions and detailed information is limited. Aware of basic cohesive features such as pronouns and verb inflections, but many are unreliably understood, especially if other material intervenes. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand the facts.

Advanced

Sufficient comprehension to understand conversations about routine social conventions and limited school or work requirements. Able to understand face-to-face speech in the standard language, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners. Understands everyday topics, common personal and family news, well-known current events, and routine matters involving school or work; descriptions and narration about current, past and future events; and essential points of discussion or speech at an elementary level on topics in special fields of interest.

Advanced Plus

Sufficient comprehension to understand most routine social conventions, conversations on school or work requirements, and discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but comprehension may break down under tension or pressure, including unfavorable listening conditions. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand between the lines, i.e., to make inferences.

Superior

Sufficient comprehension to understand the essentials of all speech in standard dialects, including technical discussions within a special field. Has sufficient understanding of face-to-face speech, delivered with normal clarity and speed in a standard language, on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to

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ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, standard news items, oral reports, some oral technical reports, and public addresses on non-technical subjects. May not understand native speakers if they speak very quickly or use some slang or unfamiliar dialect. Can often detect emotional overtones. Can understand "between the lines" (i.e., make inferences).

Provisional Generic Descriptions—Reading

Novice—Low

No functional ability in reading the foreign language.

Novice—Mid

Sufficient understanding of the written language to interpret highly contextualized words or cognates within predictable areas. Vocabulary for comprehension limited to simple elementary needs such as names, addresses, dates, street signs, building names, short informative signs (e.g., no smoking, entrance/exit) and formulaic vocabulary requesting same. Material understood rarely exceeds a single phrase and comprehension requires successive rereading and checking.

Novice—High

Sufficient comprehension of the written language to interpret set expressions in areas of immediate need. Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Where vocabulary has been mastered can read for instruction and directional purposes standardized messages, phrases or expressions such as some items on menus, schedules, timetables, maps and signs indicating hours of operation, social codes, and traffic regulations. This material is read only for essential information. Detail is overlooked or misunderstood.

Intermediate—Low

Sufficient comprehension to understand in printed form the simplest connected material, either authentic or specially prepared, dealing with basic survival and social needs. Able to understand both mastered material and recombinations of the mastered elements that achieve meanings at the same level. Understands main ideas in material whose structures and syntax parallel the native language. Can read messages, greetings, statements of social amenities or other simple language containing only the highest frequency grammatical patterns and vocabulary items including cognates (if appro-

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priate). Misunderstandings arise when syntax diverges from that of the native language or when grammatical cues are overlooked.

Intermediate—Mid

Sufficient comprehension to understand in printed form simple discourse for informative or social purposes. In response to perceived needs can read for information material such as announcements of public events, popular advertising, notes containing biographical information or narration of events, and straightforward newspaper headlines and story titles. Can guess at unfamiliar vocabulary if highly contextualized. Relies primarily on adverbs as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read material several times before understanding.

Intermediate—High

Sufficient comprehension to understand a simple paragraph for personal communication, information or recreational purposes. Can read with understanding social notes, letters and invitations; can locate and derive main ideas of the introductory/summary paragraphs from high interest or familiar news or other informational sources; can read for pleasure specially prepared, or some uncomplicated authentic prose, such as fictional narratives or cultural information. Shows spontaneity in reading by ability to guess at meaning from context. Understands common time indicators and can interpret some cohesive factors such as objective pronouns and simple clause connectors. Begins to relate sentences in the discourse to advance meaning, but cannot sustain understanding of longer discourse on unfamiliar topics. Misinterpretation still occurs with more complex patterns.

Advanced

Sufficient comprehension to read simple authentic printed material or edited textual material within a familiar context. Can read uncomplicated but authentic prose on familiar subjects containing description and narration such as news items describing frequently occurring events, simple biographic information, social notices, and standard business letters. Can read edited texts such as prose fiction and contemporary culture. The prose is predominantly in familiar sentence patterns. Can follow essential points of written discussion at level of main ideas and some supporting ones with topics in a field of interest or where background exists. Some misunderstandings. Able to read the facts but cannot draw inferences.

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Advanced Plus

Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on concrete topics related to special interests. Able to read for information and description, to follow sequence of events, and to react to that information. Is able to separate main ideas from lesser ones, and uses that division to advance understanding. Can locate and interpret main ideas and details in material written for the general public. Will begin to guess sensibly at new words by using linguistic context and prior knowledge. May react personally to material but does not yet detect subjective attitudes, values, or judgments in the writing.

Superior

Able to read standard newspaper items addressed to the general reader, routine correspondence reports and technical material in a field of interest at a normal rate of speed (at least 220 wpm). Readers can gain new knowledge from material on unfamiliar topics in areas of a general nature. Can interpret hypotheses, supported opinions and conjectures. Can also read short stories, novels, and other recreational literature accessible to the general public. Reading ability is not subject-matter dependent. Has broad enough general vocabulary that successful guessing resolves problems with complex structures and low-frequency idioms. Misreading is rare. Almost always produces correct interpretation. Able to read between the lines. May be unable to appreciate nuance or stylistics.

Provisional Generic Descriptions—Writing

Novice—Low

No functional ability in writing the foreign language.

Novice—Mid

No practical communicative writing skills. Able to copy isolated words or short phrases. Able to transcribe previously studied words or phrases.

Novice—High

Able to write simple fixed expressions and limited memorized material. Can supply information when requested on forms such as hotel registrations and travel documents. Can write names, numbers, dates, one's own nationality, addresses, and other simple biographic information, as well as learned vocabulary, short phrases, and simple lists. Can write all the symbols in an alphabetic or syllabic

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system or 50 of the most common characters. Can write simple memorized material with frequent misspellings and inaccuracies.

Intermediate—Low

Has sufficient control of the writing system to meet limited practical needs. Can write short messages, such as simple questions or notes, postcards, phone messages, and the like within the scope of limited language experience. Can take simple notes on material dealing with very familiar topics although memory span is extremely limited. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences. Vocabulary is inadequate to express anything but elementary needs. Writing tends to be a loosely organized collection of sentence fragments on a very familiar topic. Makes continual errors in spelling, grammar, and punctuation, but writing can be read and understood by a native speaker used to dealing with foreigners. Able to produce appropriately some fundamental sociolinguistic distinctions in formal and familiar style, such as appropriate subject pronouns, titles of address and basic social formulae.

Intermediate—Mid

Sufficient control of writing system to meet some survival needs and some limited social demands. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experience. Can discuss likes and dislikes, daily routine, everyday events, and the like. Can express past time, using content words and time expressions, or with sporadically accurate verbs. Evidence of good control of basic constructions and inflections such as subject-verb agreement, noun-adjective agreement, and straightforward syntactic constructions in present or future time, though errors occasionally occur. May make frequent errors, however, when venturing beyond current level of linguistic competence. When resorting to a dictionary, often is unable to identify appropriate vocabulary, or uses dictionary entry in uninflected form.

Intermediate—High

Sufficient control of writing system to meet most survival needs and limited social demands. Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures. Can write simple letters, brief synopses and paraphrases, summaries of biographical data and work experience, and short compositions on familiar topics. Can create sentences and short paragraphs relating to most survival demands. Can relate

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personal history, discuss topics such as daily life, preferences, and other familiar material. Can express fairly accurately present and future time. Can produce some past verb forms, but not always accurately or with correct usage. Shows good control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary of forms, although can use a dictionary to advantage to express simple ideas. Generally cannot use basic cohesive elements of discourse to advantage such as relative constructions, subject pronouns, connectors, etc. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners.

Advanced

Able to write routine social correspondence and simple discourse of at least several paragraphs on familiar topics. Can write simple social correspondence, take notes, and write cohesive summaries, resumes, and short narratives and descriptions on factual topics. Able to write about everyday topics using both description and narration. Has sufficient writing vocabulary to express himself/herself simply with some circumlocution. Can write about a very limited number of current events or daily situations and express personal preferences and observations in some detail, using basic structures. Still makes common errors in spelling and punctuation, but shows some control of the most common formats and punctuation conventions. Good control of the morphology of the language (in inflected languages) and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately, and writing is understandable to a native speaker not used to reading the writing of foreigners. Uses a limited number of cohesive devices such as pronouns and repeated words with good accuracy. Able to join sentences in limited discourse, but has difficulty and makes frequent errors in producing complex sentences. Paragraphs are reasonably unified and coherent.

Advanced Plus

Shows ability to write about most common topics with some precision and in some detail. Can write fairly detailed resumes and summaries and take quite accurate notes. Can write most social and informal business correspondence., Can describe and narrate personal experiences and explain simply points of view in prose discourse. Can write about concrete topics relating to particular interests and special fields of competence. Normally controls general vocabulary with some circumlocution. Often shows remarkable fluency and ease of expression, but under time constraints and pressure language may

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be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary, but not in both. Weaknesses and unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions, and negatives to more complex structures such as tense usage, passive constructions, word order, and relative clauses. Some misuse of vocabulary still evident. Shows a limited ability to use circumlocution. Uses dictionary to advantage to supply unknown words. Writing is understandable to native speakers not used to reading material written by non-natives, though the style is still obviously foreign.

Superior

Able to use the written language effectively in most formal and informal exchanges on practical, social, and professional topics. Can write most types of correspondence, such as memos and social and business letters, short research papers and statements of position in areas of special interest or in special fields. Can express hypotheses, conjectures, and present arguments or points of view accurately and effectively. Can write about areas of special interest and handle topics in special fields, in addition to most common topics. Good control of a full range of structures, spelling, and a wide general vocabulary allow the writer to convey his/her message accurately, though style may be foreign. Can use complex and compound sentence structures to express ideas clearly and coherently. Uses dictionary with a high degree of accuracy to supply specialized vocabulary. Errors, though sometimes made when using more complex structures, are occasional, and rarely disturb the native speaker. Sporadic errors when using basic structures. Although sensitive to differences in formal and informal style, still cannot tailor writing precisely and accurately to a variety of audiences or styles.

Provisional Generic Descriptions—Culture

Novice

Limited interaction. Behaves with considerateness. Is resourceful in nonverbal communication, but is unreliable in interpretation of nonverbal cues. Is limited in language, as indicated under the listening and speaking skills. Lacks generally the knowledge of culture patterns requisite for survival situations.

Intermediate

Survival competence. Can deal with familiar survival situations and interact with a culture bearer accustomed to foreigners. Uses behav-

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ior acquired for the purpose of greeting and leave-taking, expressing wants, asking directions, buying food, using transportation, tipping. Comprehends the response. Makes errors as the result of misunderstanding; miscommunicates, and misapplies assumptions about the culture.

Advanced

Limited social competence. Handles routine social situations successfully with a culture bearer accustomed to foreigners. Shows comprehension of common rules of etiquette, taboos and sensitivities, though home culture predominates. Can make polite requests, accept and refuse invitations, offer and receive gifts, apologize, make introductions, telephone, purchase and bargain, do routine banking. Can discuss a few aspects of the home and the foreign country, such as general current events and policies, as well as a field of personal interest. Does not offend the culture bearer, but some important misunderstandings and miscommunications occur, in interaction with one unaccustomed to foreigners. Is not competent to take part in a formal meeting, or in a group situation where several persons are speaking informally at the same time.

Superior

Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar types of situations with ease and sensitivity, including some involving common taboos, or other emotionally charged subjects. Comprehends most nonverbal responses. Laughs at some culture-related humor. In productive skills, neither culture predominates; nevertheless, makes appropriate use of cultural references and expressions. Generally distinguishes between a formal and informal register. Discusses abstract ideas relating the foreign to the native culture. Is generally limited, however, in handling abstractions. Minor inaccuracies occur in perception of meaning and in the expressions of the intended representation, but do not result in serious misunderstanding, even by a culture bearer unaccustomed to foreigners.

Near-Native Competence

Full social and professional competence. Fits behavior to audience, and the culture of the target language dominates almost entirely. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing. Can counsel, persuade, negotiate, represent a point of view, interpret for dignitaries, describe and compare features of the two cultures. In such comparisons, can

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discuss geography, history, institutions, customs and behavior patterns, current events, and national policies. Perceives almost all unverbalized responses, and recognizes almost all allusions, including historical and literary commonplaces. Laughs at most culture-related humor. Controls a formal and informal register of behavior. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography and past events of significance.

Native Competence

Examinee is indistinguishable from a person brought up and educated in the culture.

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ADVISORY COUNCIL FOR COLLEGE PREPARATORY EDUCATION

REPORT OF THE TASK FORCE ON FOREIGN LANGUAGE

1982

Recommendations for College Preparatory Foreign Language Programs in High School

Those who are interested in foreign languages education in Ohio have long worked together across the levels of secondary and higher education to encourage the strong academic preparation of students. The members of the Foreign Language Task Force wish to acknowledge the work done by the Ohio Modern Language Teachers Association's Committee on Curriculum and Articulation. The Committee's work provided a significant basis for substantive discussion.

Initial Consideration

The Task Force on Foreign Language concurs with the findings of the 1979 President's Commission on Foreign Languages and International Studies. The Commission report describes the lack of foreign language competence as a national liability that increasingly handicaps our capacity to understand and to participate effectively in world affairs. Such practical disadvantages in the field of international relations are grave enough by themselves. But such considerations are reinforced by the increasingly international nature of business and industry today. To compete effectively in the foreign marketplace will require greater language facility than most Americans currently possess. In addition, a return to basic foreign language requirements at the collegiate level reflects a concern with strengthening language preparation and a conviction that the study of foreign language contributes to student understanding and use of English.

The value of foreign language study for all students lies in its development of a disciplined understanding of the underlying rationale and structure of a communication system that has differences from their own. Grasping the harmony, balance, and symmetry among words in the exploration of another linguistic order is closely akin to the intellectual exercise gained from study of sciences. The ability to analyze language is the linguist's qualitative analogue to the chemist's quantitative analysis.

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But foreign language learning is also a humanistic pursuit. In the words of the President's commission report, "language study must sensitize students to other cultures, to the relativity of values, to appreciation of similarities among peoples and respect for the differences among them...it is axiomatic—and the first step to international consciousness—," the report asserts, "that once another language is mastered it is no longer foreign, once another culture is understood it is no longer alien."

An effective approach to language study

The Task Force believes that in order to ensure adequate preparation for college, secondary school instruction in modern foreign languages should focus on listening, speaking, reading, and writing as active and receptive means to participation in another culture. Students should be firmly grounded in the basic grammar and syntax of the language being studied while developing their ability to converse, to understand the discourse of others and finally, to express their thoughts in written form in another language.

The Task Force sees the study of foreign languages as a means to humanistic as well as skill-building and career ends. Secondary students should develop an understanding of the historical and modern cultural context of the countries where the language is used. Such experience should indirectly prepare them more fully for the social studies they encounter at the collegiate level. In the Task Force's view, language study should serve as an integrating force for collegiate study in general, rather than merely leading to additional foreign language coursework. At the same time, it should lead students to a greater awareness of career areas today where proficiency in a foreign language is a necessity or a strong asset.

Two years of foreign language study should enable students to develop sufficient control of vocabulary, grammar, and syntax, together with the learning skills and confidence necessary to approach successfully the faster tempo of language study at the collegiate level. The average student who has taken two years of a single foreign language should be ready for the pace of collegiate coursework. The strong student may, with two years of study, achieve a degree of equivalency for collegiate-level work through a proficiency or placement examination. However, the strong student who has taken three or more years of a foreign language in high school is far more likely to fulfill collegiate language requirements through examination. The Advisory Council for College Preparatory Education, therefore, recommends that students complete at least two years of a single foreign language.

In addition, the Advisory Council for College Preparatory Education recommends that students carefully consider the following options:

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- At least three years of study in a single foreign language for those who plan to pursue a college major which will require language facility.
- Two years of study in two different languages to broaden one's understanding of common elements of language structure and use for those who find language study of personal interest.

More specifically, the Task Force recommends that students demonstrate the following competencies:*

MODERN LANGUAGES

Grammar and Syntax:

A. Following two years of study, the student:
   - —Understands and can use main elements of grammar and syntax as found in any widely adopted introductory foreign language text series;
   - —Uses simple grammatical structures for oral and written communication;
   - —Recognizes more complex grammatical constructions when listening and reading.

B. Following three or more years of study, the student:
   - —Maintains practice and can use with ease the elements of grammar and syntax introduced throughout his or her years of language study.

Vocabulary

A. Following two years of study, the student:
   - —Has active control (speaking and writing) of a minimum vocabulary of approximately 1500-2000 terms which are representative of those found in the glossary of any widely adopted foreign language textbook series;
   - —Has receptive (listening and reading) control of a minimum vocabulary of approximately 2500-3000 terms;
   - —Infers meaning of new words belonging to known word families.

B. Following three or more years of study, the student:
   - —Has acquired additional vocabulary from a variety of sources (e.g., newspapers, literary texts, magazines, radio broadcasts, movies, and so on).

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*The following is based on "Proposed Foreign Language Curriculum Guide for the State of Ohio," prepared by Richard and Mary Danner of Ohio University for the Articulation and Curriculum Committee of the Ohio Modern Language Teachers Association. It was edited by the Task Force on Foreign Language for use here.

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Listening

A. Following two years of study, the student:
- —Comprehends simple utterances spoken at a moderate tempo;
- —Recognizes differences between formal and familiar forms of address;
- —Distinguishes questions from statements in all forms commonly used by speakers of the foreign language;
- —Infers the meaning of new words from context;
- —Comprehends textbook-related materials presented at a normal tempo;
- —Understands simple anecdotes, narrative and dramatic passages spoken at a moderate tempo.

B. Following three or more years of study, the student:
- —Understands more complex narrative and dramatic passages spoken at an appropriate tempo;
- —Adjusts to a variety of voices, tempos, and standard accents;
- —Follows authentic spoken language of various types (e.g., drama, speeches, radio, TV, films).

Speaking

A. Following two years of study, the student:
- —Speaks with sufficient clarity to be understood by native speakers of the foreign language;
- —Uses appropriate accent, rhythm, intonation and stress in simple declarative and interrogative sentences;
- —Speaks in the foreign language on topics within the range of the student's experience, including the expression of personal opinions or ideas;
- —Summarizes in the foreign language a simple narrative or dramatic passage that has just been read aloud;
- —Uses formal and familiar forms of address appropriately and with facility.

B. Following three or more years of study, the student:
- —Retells simple narratives using appropriate changes in person and/or tense;
- —Displays conversational fluency with appropriate selection of words and phrases (including idioms) and with acceptable control of grammar, syntax and phonology;
- —Discusses current events;
- —Discusses the main features of literary works.

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Reading

A. Following two years of study, the student:
- —Reads simple textbook-related paragraphs with full comprehension;
- —Infers the meaning of new words from context;
- —Comprehends simple contemporary readings (expository and literary) with the aid of a dictionary or glosses.

B. Following three or more years of study, the student:
- —Comprehends selected literary materials with minimal aid of a dictionary or glosses;
- —Comprehends expository prose (e.g., magazines, newspapers, history, geography, politics) of an introductory or non-specialist nature with minimal aid of dictionary or glosses.

Writing

A. Following two years of study, the student:
- —Uses diacritical marks, spells, capitalizes, and punctuates correctly;
- —Reproduces with accuracy dictated materials from textbooks;
- —Answers simple questions in writing;
- —Rewrites dialogue using indirect discourse;
- —Summarizes brief expository passages;
- —Writes simple personal letters;
- —Composes short paragraphs using a variety of vocabulary and syntactical patterns.

B. Following three years or more of study, the student:
- —Writes with correct basic grammar and syntax;
- —Composes short answers to essay questions;
- —Composes brief dialogues and narratives;
- —Expresses opinions on a wide range of topics;
- —Organizes ideas well within paragraphs and in whole compositions.

Culture

A. Following two years of study, the student:
- —Recognizes and can compare basic cultural similarities and differences between countries in which the language is spoken and the United States;
- —Recognizes that people throughout the world are individuals;
- —Reflects an objective view of foreign culture.

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B. Following three or more years of study, the student:
   —Demonstrates, in foreign language, knowledge of the foreign culture (geographical, social political, religious, artistic, and economic aspects).

C. The foreign language program should encourage acquaintance with the foreign culture in ways such as:
   —Recommending and facilitating study abroad in a country or countries where the language being studied is spoken;
   —Encouraging participation in foreign exchange programs;
   —Participating in local ethnic activities;
   —Attending and/or sponsoring language fairs.

CLASSICAL LANGUAGES

Grammar and Syntax

A. Following two years of study, the student:
   —Understands and can use main elements of grammar and syntax as found in any widely adopted introductory foreign languages text series (this would include 5 declensions, 4 conjunctions, active and passive voices in all 6 tenses);
   —Uses simple grammatical structures for written communication;
   —Recognizes more complex grammatical constructions when reading.

B. Following three or more years of study, the student:
   —Maintains practice and can use with ease the elements of grammar and syntax introduced throughout his or her years of language study.

Vocabulary

A. Following two years of study, the student:
   —Has active control of a minimum vocabulary of approximately 1500-2000 terms which are representative of those found in the glossary of any widely adopted foreign language textbook series;
   —Has receptive control of a minimum vocabulary of approximately 2500-3000 terms;
   —Infers meaning of new words belonging to known word families;
   —Uses Latin or Greek clauses to define complex English terms.

B. Considerable emphasis should be placed on the comparative

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study of English and the classical language, with particular attention to word derivation and vocabulary building through prefixes and suffixes. Following three years of study, the student:

—Recognizes Latin expressions in spoken English;

—Explains commonly used classical allusions (e.g., Achilles' heel, sword of Damocles).

Reading

A. Following two years of study, the student:

—Reads simple classical language text aloud, using proper intonation, pronunciation, and phrasing;

—Reads simple textbook-related paragraphs with full comprehension;

—Infers the meaning of new words from context;

—Comprehends simple contemporary readings (expository and literary) with aid of a dictionary or glosses.

B. Following three years or more of study, the student:

—Reads aloud, with proper intonation, pronunciation, and phrasing, selections of prose (e.g., Cicero's orations) and poetry (e.g., Vergil's *Aeneid*, dactylic hexameter);

—Comprehends selected literary materials with minimal aid of a dictionary or glosses;

—Comprehends expository prose of an introductory or non-specialist nature with minimal aid of dictionary or glosses.

Writing

A. Following two years of study, the student:

—Uses diacritical marks, spells, capitalizes, and punctuates correctly;

—Reproduces with accuracy dictated materials from textbooks;

—Answers simple questions in writing;

—Rewrites dialogue using indirect discourse;

—Writes simple personal letters;

—Composes short paragraphs using a variety of vocabulary and syntactical patterns.

B. Following three years of study, the student:

—Writes with correct basic grammar and syntax;

—Composes short answers to essay questions;

—Composes brief dialogues and narratives;

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—Expresses opinions on a wide range of topics;
—Organizes ideas well within paragraphs and in whole compositions;
—Identifies and gives examples of basic rhetorical devices;
—Scans dactylic hexameter.

Culture

A. Following two years of study, the student:
—Recognizes and compares basic cultural similarities and differences between the classical world and the modern world;
—Recognizes that people throughout the world are individuals;
—Reflects an objective view of the classical culture.

B. Following three or more years of study, the student:
—Presents in the foreign language broad knowledge of the classical culture (geographical, social, political, religious, artistic, and economic aspects);
—Identifies main literary and historical contributions to American culture from classical origins, as well as major etymological contributions to the English language.

OTHER LANGUAGES

For the student with interest and opportunity, the study of languages such as those of Oriental, Middle Eastern or Russian origin may be challenging. Skill in these languages could be an asset for the foreign language student who has interest in what may be pivotal countries of the future.

INSTRUCTION

The Task Force supports the strengthening of cooperative efforts between secondary and collegiate level educators of foreign languages. Strengthening of foreign language instruction through better preparation at all points of teacher and faculty preparation is a worthy goal indeed.

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APPENDIX C

APPENDIX C

SUGGESTED PROCEDURE FOR DEVELOPING A FOREIGN LANGUAGE PROGRAM PHILOSOPHY

Formulating a program philosophy is a vital first step in the process of developing the foreign language course of study. The philosophy states the rationale for the inclusion of foreign languages in the school curriculum and gives direction to the program. It may be formulated in terms of beliefs about what young people today need, what benefits are to be derived from foreign language study, what foreign language study contributes toward fulfillment of the purposes of education, or other considerations.

VALUES OF FOREIGN LANGUAGE LEARNING

_____ Acquisition of skills that are useful, both personally and occupationally.

_____ Fulfillment of the social, psychological, and aesthetic needs of the individual and of society.

_____ Enhancement of proficiency in the use of spoken and written English.

_____ Acquisition of insights into the nature and functions of human communication (relation of language to thought, culture, values, and behavior).

_____ Expansion of personal perspectives (world view) through study of a second language and the culture in which it developed.

_____ Development of understanding and appreciation of cultural differences.

_____ Acquisition of knowledge and appreciation of ethnic groups in American society.

_____ Understanding of societal processes and interactions and their effects on the development of language and culture.

_____ Acquisition of the ability to interact and communicate with other peoples.

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_____ Development of the ability to acquire, validate, and use information printed or written in the second language.

_____ Mastery of skills which enable one to use resources not available in English.

_____ Development of the ability to write effectively in the second language.

_____ Direct access to great works of literature and art in the second language and the second culture.

_____ Enhanced enjoyment of travel made possible through ability to communicate in the second language and through knowledge of the second culture.

_____ Use of second language skills in leisure-time activities.

_____ Meeting of needs for greater understanding and communication among countries and peoples in today's world.

_____ Acquisition of skills leading to language-related career fields.

SUGGESTED ACTIVITY

1. Each member of the course of study committee is given a copy of the above list of values of foreign language learning. Each selects and places in rank order the five or six values he or she considers most important for incorporation into a program philosophy (1 is most important). Members may add other values if they wish.
2. The members come together as a group, and their selections are tabulated. This can be done by projecting a transparency of the list. Beside each value, the group leader writes on the transparency the number of times it was selected for each rank.

   EXAMPLE:

   1 1 3 4 Acquisition of skills leading to language-related career fields. (This value was ranked first by two people, third by one person, and fourth by one person.)

   The tabulation will quickly make it apparent which values committee members agree upon and to what extent. These high-ranked items will automatically be included in the philosophy statement.

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3. The committee as a group discusses values which were selected by one or more members but ranked low. The aim is to reach consensus on five or six items which will form the basis of the program philosophy. Experience suggests that this number is sufficient for an effective, cohesive statement. More may be included if it is desired, and consideration should be given to values added to the original list by individual members.
4. One volunteer or designee writes a draft of the philosophy. The draft is circulated to the other committee members with sufficient time for reflective consideration.
5. The committee as a group revises the draft and approves its final form.

APPENDIX D

APPENDIX D
FOREIGN LANGUAGE SKILL OBJECTIVES

The following inventory of skill objectives is adapted from the Upper Arlington Public Schools' course of study for foreign languages. Representative behaviors range from simple to complex, encompassing Levels I through V in each of the four skill areas.

LISTENING COMPREHENSION

Recognizes and discriminates among all vowel sounds.

Discriminates between accented and unaccented vowel sounds.

Discriminates between long and short vowel sounds.

Recognizes and discriminates among diphthong sounds.

Recognizes and discriminates among consonant sounds.

Recognizes differences that are phonemic in the target language but phonetic in English.

Identifies location of stress in words.

Comprehends meaning of isolated vocabulary items.

Follows simple directions given in the target language.

Comprehends simple utterances within the range of learned vocabulary and structure.

Comprehends words that are elided in normal speech.

Comprehends simple utterances containing glottal stops.

Distinguishes between formal and familiar modes of address.

Distinguishes question from statement by speaker's intonation.

Comprehends idiomatic expressions in context.

Discriminates among complex vowel sounds and combinations.

Recognizes and discriminates among consonants closely resembling each other.

Recognizes grammatical differences (e.g., singular vs. plural, indicative vs. subjunctive) that depend on critical sound differences.

Comprehends moderately complex utterances within the range of learned vocabulary and structure.

Derives meanings of complicated words and phrases from previously learned elements.

Comprehends oral definitions incorporating learned cognate and noncognate vocabulary and structure.

Understands anecdotes related at a moderate speed within the

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range of learned vocabulary and structure.

Comprehends complex utterances within the range of learned vocabulary and structure.

Comprehends contextual meanings of words having more than one meaning.

Comprehends new vocabulary in spoken context.

Recognizes poetic structures: syllable count and rhymes.

Recognizes poetic articulation of vowels not articulated in normal speech.

Comprehends narratives and dramatic passages within the range of learned vocabulary and structure.

Comprehends textbook-related materials presented by various native speakers at near-native speed.

Comprehends single utterances and brief conversations containing dialectical variant forms.

Comprehends native speakers at normal speed within the range of learned vocabulary and structure.

Comprehends rapid native speech in various media: drama, speeches, radio, television, films, and the like.

Comprehends oral discussion and analysis of the themes and stylistic makeup of literary works.

Adjusts with relative ease to a variety of voices and dialectical differences.

SPEAKING

Pronounces all vowel sounds correctly.

Pronounces all diphthong sounds correctly.

Pronounces all consonant sounds correctly.

Uses glottal stops correctly in simple utterances.

Pronounces isolated words correctly and with appropriate stress.

Uses appropriate rhythm, intonation, and stress patterns in simple sentences.

Produces the simple nasal sounds correctly.

Produces a smooth flow from word to word when speaking.

Uses isolated vocabulary in simple contexts.

Asks questions with appropriate pronunciation, intonation, and stress.

Answers questions with appropriate pronunciation, intonation, and stress.

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Maintains in speech distinctions that are phonemic in the target language but phonetic in English.

Reads aloud from printed material with accurate pronunciation, intonation, stress, and phrasing.

Pronounces complex vowel and consonant sounds correctly in isolation and in context.

Maintains a simple conversation with another person in the target language.

Summarizes an event or story in complete sentences with moderate ease.

Gives oral definitions and explanations in the target language.

Produces moderately complex sentences correctly within the range of learned vocabulary and structure.

Integrates new vocabulary and structure with that previously learned.

Reproduces intonation and stress patterns of compound sentences.

Reproduces complex syntax accurately.

Retells with appropriate shift in person.

Retells with appropriate shift in tense.

Displays conversational ability by correct word choice and idiomatic usage.

Uses vocabulary items with multiple meanings appropriately according to context.

Expresses own ideas with accurate use of learned vocabulary and structure.

Describes with moderate ease and flexibility the themes and details of written or filmed materials.

Discusses local, national, or international conditions or events with moderate ease.

Describes and illustrates the style of a particular author.

Carries on a relatively free conversation with an educated native speaker on topics within the range of experience and learned vocabulary.

Describes a situation or an event using a wide range of vocabulary and with a relatively sophisticated control of grammar.

READING

Recognizes the sounds represented by each written symbol or combination of written symbols.

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Recognizes diacritical marks and how they affect the sound values of letters.

Reads and comprehends isolated vocabulary items.

Reads and comprehends simple sentences within the range of learned vocabulary and structure.

Reads and comprehends simple paragraphs within the range of learned vocabulary and structure.

Derives meanings of new words through context.

Recognizes cognates and their patterns of similarity with English.

Comprehends short reading selections, dialogues, and poems within the range of learned vocabulary and structure.

Comprehends questions related to the reading materials.

Reads and comprehends moderately difficult sentences within the range of learned vocabulary and structure.

Reads aloud with ease and fluency.

Reads with ease moderately difficult dialogues, short stories, and poems.

Reads and follows directions in the target language.

Reads material outside textbook selections with general comprehension.

Reads and comprehends sentences with structure ranging from simple to compound-complex.

Reads and comprehends short, adapted literary selections.

Identifies metre and rhyme patterns in edited poetry.

Reads and comprehends signs commonly found in countries where the target language is spoken.

Reads and comprehends newspaper and magazine headlines.

Reads and comprehends edited texts on history and geography.

Reads and comprehends poetry, identifying themes, imagery, rhyme patterns, and other prosodic elements.

Reads and comprehends selected short stories that have been edited and abridged.

Reads and comprehends edited and abridged novels.

Reads edited excerpts from each literary period.

Reads with general comprehension simple selections of contemporary journalism.

Reads and comprehends prose of moderately complex style.

Recognizes the interplay of speeches and thoughts in drama.

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Recognizes the function of setting and character movement in drama.

Identifies subtleties of meaning achieved by increased grammatical and lexical complexity.

Learns for rapid comprehension the common salutations and conclusions of personal and business letters.

Reads and comprehends prose narratives and dramatic works within the range of structure and vocabulary presented.

Reads and comprehends unedited and unabridged short stories.

Reads and comprehends unedited and unabridged novels.

Identifies persons, places, and events found in literary works and places the events in correct sequence.

Identifies the main and subordinate themes of literary works.

Comprehends the content of personal letters, of articles from a variety of popular printed media, and of poetry selections.

Identifies characteristic elements of a particular author's style.

Recognizes the use of stylistic elements and their appropriateness to the author's theme or message.

Comprehends written material of increasing complexity in a variety of literary and nonliterary styles.

Reads aloud extemporaneously, with near-native pronunciation and intonation, material of increasing structural and lexical complexity.

WRITING

Uses capitalization correctly.

Spells correctly all inflected forms of vocabulary items within the range of learned structure.

Punctuates all sentences correctly.

Places diacritical marks correctly.

Constructs simple sentences correctly within the range of learned vocabulary and structure.

Writes dictated material correctly within the range of learned vocabulary and structure.

Composes answers to questions in complete sentences.

Composes a short paragraph using questions as a guide.

Rewrites a dialogue in paragraph form using indirect discourse.

Composes a paragraph or a dialogue on a given topic within the range of learned vocabulary and structure.

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Translates sentences from the target language into English and from English into the target language.

Constructs moderately complex sentences within the range of learned vocabulary and structure.

Composes informal letters based on given situations.

Composes paragraphs, compositions, and narratives about self, family, day-to-day activities, current events, and similar topics, using moderately complex grammatical structure.

Summarizes a story or relates an event, using descriptive words and phrases.

Uses structure and vocabulary appropriate to the instructional level in written composition.

Uses grammatically correct simple, compound, and complex sentences in written composition.

Composes poetic figures of speech.

Composes business and personal letters, employing correct style, headings, and conclusions.

Creates dialogues involving a variety of persons, utilizing appropriate pronoun and verb forms and incorporating various viewpoints and reactions.

Expresses personal opinions and feelings in simple, grammatically correct sentences.

Uses a dictionary to select words with meanings appropriate to the context of what is being written.

Composes simple narratives, descriptions, or expositions on given topics.

Uses new vocabulary and structure correctly in written composition.

Answers essay questions, using correct structure and vocabulary.

Composes narratives with complex ideas and syntax appropriate to the level of complexity.

Writes, with correct spelling, anything already learned in spoken form.

Describes and clarifies the intent and mood of a written work.

Creates appropriate dialogue for picture sequences or events, real or imagined, that occur in American culture or that of the target language.

Takes adequate notes in the target language during lectures or discussions.

Describes, clarifies, and summarizes with increasing complexity

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and flexibility in the use of grammar, idiom, and vocabulary, with particular attention to word variety and nuances of meaning.

Compares and analyzes poems in terms of themes, style, imagery, and literary genre.

Compares and contrasts elements of style, technique, and theme among several authors.

Applies in writing the principles of sequence of events and subordination of ideas.

APPENDIX E

APPENDIX E
GUIDE TO OBSERVATION OF A FOREIGN LANGUAGE CLASS

Persons who are not specialists in foreign language education are sometimes uncertain how to observe a foreign language class. Most of their apprehension stems from their inability to understand the language being taught. Of course, the classroom visitor who is unfamiliar with the language will not be able to judge the quality of the teacher's proficiency in it. But there are many nonlinguistic factors that can be taken into consideration in arriving at a fair evaluation of the teacher's effectiveness.

Modern language instruction is a highly participatory process. While teaching to the whole class is appropriate for some purposes, such as the presentation of new material, a substantial proportion of language class time should be allocated to activities that require a high level of student participation. Additionally, there should be provision for students to work with each other in small groups, although this may not occur every day.

The observer should arrive well enough in advance to discuss the day's lesson plan briefly with the teacher. The teacher should have a clear, precise idea of the day's activities and their purpose and be able to explain these to the observer. The lesson plan should relate directly to the course of study. It need not be coded in coordination with course of study objectives unless local policy requires it.

Physical Facilities

During the class the observer should examine the physical environment. The minimum standards require facilities that support pupil learning relative to course of study objectives. Each of the following criteria that is not fully met represents a constraint in this regard.

_____ The classroom is well-lighted, evenly heated, and well-ventilated.

_____ Acoustical properties are such as to facilitate understanding of the target language when spoken at normal speed. (The needs in this dimension considerably exceed those of communication in English.)

_____ There is adequate control of noise from outside the classroom.

_____ The room contains adequate chalkboard and display space.

_____ The room contains appropriate provision for use of projected instructional media.

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_____ The facilities are conducive to small-group work. (Student stations can be rearranged into different grouping patterns.)

_____ The room gives evidence of the teacher's efforts to create an appropriate environment for language learning through various kinds of display material. (Not applicable to "traveling" teachers.)

Class Size

_____ The size of the class is conducive to the attainment of course of study objectives. (If course of study objectives emphasize development of communicative skills, there must be ample opportunity for student oral work. The greater the number of students enrolled, the less the oral work that can be accomplished.)

Materials and Equipment

_____ Language textbooks are up-to-date and appropriate for the attainment of course of study objectives.

_____ Textbook-correlated tapes are provided. (These must be considered basic rather than supplementary instructional materials today.)

_____ Supplementary instructional materials are provided.

_____ Needed instructional equipment is readily available.

Classroom Management

_____ The class begins and ends punctually.

_____ Routine administrative tasks (attendance, distribution and collection of papers, rearrangement of chairs after group work) are carried out quickly and efficiently.

_____ Transitions from one activity to another are effected smoothly and efficiently.

_____ The homework assignment is clear, concise, and appropriately placed in the sequence of activities.

_____ The affective climate of the class is positive and supportive.

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_____ Student behavior is well-controlled. (Students working in groups should be expected to talk, but their behavior should be essentially task-directed.)

Use of the Target Language

_____ The target language is used by the teacher and/or the students during a substantial proportion of the class.

_____ The teacher appears to be fluent in the target language, that is, able to sustain a flow of speech that sounds like normal communication.

_____ The teacher avoids "interweaving," that is, speaking the target language interspersed with English words, or vice versa.

_____ Students seem able to understand what is said in the target language.

_____ Students initiate communication in the target language. (This should be more observable the more advanced the level of the class.)

Instructional Activities

_____ The class begins and ends with fast-paced oral activities involving material familiar to students.

_____ Instructional activities are varied and well-paced.

_____ There is a high level of student participation in instructional activities.

_____ New material is presented briefly and clearly.

_____ Presentation of new material is followed by exercises requiring students to use new structures and vocabulary in meaningful contexts.

_____ There is a balance between whole-class and small-group activities.

_____ Instructional media, especially visual material, is used effectively to present and reinforce concepts, meaning, and skills.

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_____ Minimal use is made of the textbook. (Drills are conducted with books closed.)

_____ Homework correction, if any, is effected rapidly and efficiently, preferably with the overhead projector.

_____ At least one activity involves student-to-student communication.

APPENDIX F

APPENDIX F
RESOURCES FOR FOREIGN LANGUAGE EDUCATION

Agencies

ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037.

Joint National Committee on Languages, 20 F Street, NW, 4th Floor, Washington, DC 20001.

National Council on Foreign Language and International Studies, 605 Third Avenue, 17th Floor, New York, NY 10158.

Ohio Department of Education, Foreign Language Consultant, 65 South Front Street, Room 1005, Columbus, OH 43215.

Associations and Journals

American Association of Teachers of French, 57 East Armory, Champaign, IL 61820. *The French Review.*
Ohio Chapter AATF, 1725 Fulton Road, Canton, OH 44703.

American Association of Teachers of German, 523 Building, Suite 201, Route 38, Cherry Hill, NJ 08034. *The German Quarterly* and *Die Unterrichtspraxis.*
*Ohio Chapter AATG

American Association of Teachers of Italian, Department of Italian, Indiana University, Bloomington, IN 47401. *Italica.*
*Ohio Chapter AATG

American Association of Slavic and East European Languages, Department of Russian, University of Arizona, Tucson, AZ 85721. *Slavic and East European Journal.*
*Ohio Chapter AATSEEL

American Association of Teachers of Spanish and Portuguese, University of Mississippi, University, MS 38677. *Hispania.*
*Buckeye and Northern Ohio Chapters AATSP

American Classical League, Hall Auditorium, Miami University, Oxford, OH 45056. *The Classical Outlook.*

American Council on the Teaching of Foreign Languages, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706. *Foreign Language Annals.*

Association of Teachers of Japanese, Department of Languages and Linguistics, Cornell University, Ithaca, NY 14853. *Journal of the ATJ.*

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Central States Conference on the Teaching of Foreign Languages, Slavic Department, 232 Cunz Hall, The Ohio State University, Columbus, OH 43210.

Chinese Language Teachers Association, Institute for Eastern Studies, Seton Hall University, South Orange, NJ 07079. *Journal of the CLTA.*

International Association for Learning Laboratories, Language Laboratory, Ellis Hall, Ohio University, Athens, OH 45701. *The NALLD Journal.*

The Modern Language Journal, Journal Division, University of Wisconsin Press, 114 North Murray Street, Madison, WI 53715.

Ohio Classical Conference, Department of Classics, Miami University, Oxford, OH 45056. *Humanitas.*

*Ohio Modern Language Teachers Association (will become the Ohio Foreign Language Association, effective July 1, 1986). *The Cardinal.*

*No executive office maintained. Contact Foreign Language Consultant, Ohio Department of Education, 65 South Front Street, Room 1005, Columbus, OH 43215 for current address.

Aptitude Tests

Carroll-Sapon Modern Language Aptitude Test

A prognostic test for ninth graders to adults that predicts success in foreign language learning based on measurement of rote learning ability, sound-symbol association, auditory memory and alertness, and other factors. Marketed by The Psychological Corporation, 7555 Caldwell Avenue, Chicago, IL 60648.

Pimsleur Language Aptitude Battery

A prognostic test for sixth to twelfth graders that predicts success in foreign language learning based on grades received in academic subjects, interest in second languages, English vocabulary, and abilities in logical reasoning and sound discrimination. Marketed by The Psychological Corporation, 7555 Caldwell Avenue, Chicago, IL 60648.

Achievement Tests

Common Concepts Foreign Language Test

An achievement test evaluating listening skills. Available in English, French, German, and Spanish. Produced by the California Test Bureau, Del Monte Research Park, Monterey, CA 93940.

MLA (Modern Language Association) Cooperative Foreign Language Tests

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Achievement tests measuring listening, speaking, reading, and writing skills. Available in French, German, Italian, Russian, and Spanish. Marketed by CTB McGraw-Hill, 2500 Garden Road, Monterey, CA 93940.

College Board Achievement Tests

Multiple-choice tests of reading comprehension in French, German, Hebrew, Russian, and Spanish. Administered by the Educational Testing Service, Princeton, NJ 08540.

College Board Supplementary Achievement Tests

Listening comprehension tests in French, German, Russian, and Spanish. A listening comprehension, reading, and writing test is available in Italian. Administered by the Educational Testing Service, Princeton, NJ 08540.

College Board Advanced Placement Tests

Tests of listening, reading, and writing for students in specialized advanced language courses. Specific works of literature to be covered are announced at the beginning of each school year. Available in French, German, Latin, and Spanish. Administered by the Educational Testing Service, Princeton, NJ 08540.

Ohio Tests of Scholastic Achievement

Multiple-choice tests of French and Spanish reading comprehension, grammar, and formal culture designed to select recipients of Martin W. Essex Scholarship Awards. Administered by Ohio Department of Education, Guidance and Testing Service, 65 South Front Street, Room 719, Columbus, OH 43215.

Copies of the New York State Regents Examinations in French, Italian, Latin, and Spanish, for use as placement tests or for review, may be purchased from Barron's Educational Series, Inc., 113 Crossways Drive, Woodbury, NY 77797.

Several professional organizations sponsor annual national competitive examinations, some with prizes for top scores. Information may be obtained from the organizations at the addresses listed above.

Attitude Instrument

Foreign Language Attitude Questionnaire

Questionnaire designed to assess students' attitudes toward various aspects of foreign language study. One form for students who are studying or have studied a foreign language, another form for those with no previous foreign language experience. Available from Northeast Conference Publications, P.O. Box 623, Middlebury, VT 05753.

APPENDIX F

Program Evaluation

Self-Appraisal Checklist for Foreign Languages in Ohio's Secondary Schools

A checklist for staff appraisal of foreign language programs in the areas of philosophy, organization and administration, class management and instruction, staff qualifications, curriculum, facilities and equipment, and evaluation. Available from the Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front Street, Room 1005, Columbus, OH 43215.

GLOSSARY

GLOSSARY

cognate—foreign language word or phrase that resembles an English word of the same or similar meaning, e.g., German *Schule* = English *school.*

cognate, false—foreign language word or phrase that resembles an English word or phrase of a different meaning, e.g., French *hasard* = English *chance,* not *hazard.*

competence, communicative—the ability to receive, understand, and produce comprehensible messages suitable to different kinds of situations.

competence, linguistic—the ability to control discrete phonological, morphological, syntactical, and lexical features of a language.

culture, deep—the totality of attitudes, values, beliefs, and behavior patterns that characterize, and shape the daily lives of, a group of people who speak a given language.

culture, formal—the totality of social institutions and great historical, literary, and artistic achievements shared by the people who speak a given language.

functional proficiency—ability to communicate in the target language at least well enough to satisfy basic needs ("survive") in the target culture.

grammar—that part of the study of a foreign language that deals with the forms and structure of words (morphology) and with their customary arrangement in phrases and sentences (syntax), usually distinguished from the study of word meanings (semantics); the system of word structures and word arrangements of a given language at a given time.

L2—second or target language, as opposed to L1, native or first language. The terms are increasingly found in the literature of foreign language education.

lexical—relating to words as isolated items of vocabulary rather than elements in a grammatical structure.

level—the equivalent of one year of high school foreign language study. Level I is usually a one-year high school course, but it is sometimes spread out over two or more pre-high school grades.

morphology—branch of grammar that deals with variation in the forms of words, such as masculine, feminine, singular, and plural forms of adjectives in French and Spanish and different verb forms for first, second, and third person singular and plural. Learning the morphology of a foreign language is a difficult task for speakers of English, which has very little morphological variation.

multilevel class—class in which two or more levels of foreign

GLOSSARY

language are taught within a single class period.

native culture bearer—person who has acquired a given culture from infancy or very early childhood.

native speaker—person who speaks a given language as a first or primary language, having learned it from infancy or very early childhood.

phonemic—of or involving speech sounds that are perceived by native speakers as different and that serve to distinguish closely resembling words from each other. The difference between English *putt* and *butt* is phonemic.

phonetic—of or involving detailed, nonsignificant distributions in the production of speech sounds. Phonetic differences are usually indistinguishable to a native speaker and do not serve to differentiate one word from another. The slight pronunciation differences between the "t" sounds in *tip, stick,* and *kit* are phonetic.

phonological—of or involving the sound system or pronunciation features of a given language.

program—an area of study (e.g., language arts, mathematics, music, foreign language) made up of subjects. See "subject."

realia—authentic objects from the target culture, consisting of anything from theater ticket stubs to folk costumes.

subject—a subdivision of a program, organized by grades at the elementary school level and by courses at the secondary school level (e.g., French 7, Latin III).

syntax—branch of grammar that deals with sentence structure, particularly the order and relationship of word groups. A feature of German syntax that causes learning problems for English speakers is the tendency of verbs to occur at the end rather than the middle of the sentence.

target culture—the culture of the people who speak the target language.

target language—the language that is being taught or learned.

test, discrete-point—test that measures mastery of specific elements of the target language, such as specific sounds, grammatical elements, vocabulary items, and the like. A test item that measures a single feature of the target language is a discrete-point item. (Cf. global test).

test, global—test that measures ability to understand and use the target language in context. Global tests include dictations on unfamiliar material and "cloze" reading tests in which random words are omitted. A common type of global test presents students with a situation in which they must express themselves; their performance is evaluated in terms of the effectiveness of their communication. (Cf. discrete-point test)

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